DADE COUNTY PUBLIC SCHOOLS

Division of Finance

EVALUATION OF THE DADE COUNTY LEARNING DISABLED PROGRAM 1974-75

Prepared by

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INTRODUCTION

Description of the Program

The Learning Disabled (LD) Program is one of eleven educational programs directed at the needs of Dade County's exceptional children by the Exceptional Child Program of Dade County Public Schools.*

State regulations define the LD child as one who exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using spoken and written language. Included within this exceptionality area are conditions which have been referred to as perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. Not included are learning problems due primarily to vision, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantages. In Dade County, a determination of whether or not a student is LD is made through a combination of teacher observation and psychological evaluation, using generally accepted, standardized tests of achievement, intelligence, and psychological processing such as the Wechsler Intelligence Scale for Children (WISC); the Wide Range Achievement Test (WRAT) and the Illinois Test of Psycholinguistic Abilities (ITPA).

LD students were served under different nomenclature in Dade County as early as the mid 1950's. In 1966, the first LD class was established at Little River Elementary. The following year, the State Department recognized Learning Disabilities as an exceptionality area. At Little River, 18 students, ages 7 to 9, were diagnosed and taught on a one-half day basis by a special educator trained in this area.

According to 1974 State incidence figures, LD children comprise one percent of the total school population. Based on this figure, approximately 2,967

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* A general needs assessment of all programs was performed and documented in a report entitled Needs Assessment of the Dade County Exceptional Child Program, 1974-75. (April, 1975)

children in Dade County are LD. As of October, 1974, 136 LD teachers were providing services to 3,978 children in Dade County. For this program, the projected 1974-75 expenditure per FTE is $1387.*

A variety of distinct services are provided for the LD child, largely depending on the extent of the child's involvement with the disability.

1) Resource Classes are provided for those LD children who can function in a regular class for part of the school day but who need the support of a special class for a portion of the day. These classes provide individual or small-group instruction and assistance to the regular teacher in planning an educational program suited to individual needs. The majority of LD students are served in this manner.

2) Self-Contained Classes are provided for LD children exhibiting greater involvement in the disability and who are not able to function appropriately in the regular program for even a part of the school day. Such classes involve full-time placement of these children in special LD classes for instruction suited to each students's needs. Provisions are made for pupil assignment to regular classrooms for specific periods or subjects when their educational behavior permits. Relatively few of Dade's LD students are given such placement.

3) Early Childhood Preventive Curriculum ECPC/LD Classes. Dade's state-of-the-art contribution to LD education is encompassed in approximately twenty (at this date) first grade ECPC/LD classes. These classes are totally self-contained and involve full-time participation by enrolled students, extensive individualization following appropriate diagnostic activities and a $40,000 appropriation for materiel and supplies. Students in these classes were identified as potential LD students during Kindergarten or first grade through a county-wide screening program which provided for universal screening of children for possible LD involvement at the earliest possible point in their school careers.

A more complete description of these, and other, resources designed to meet the needs of Dade's LD population can be found in the Dade County Procedures for Providing Special Education for Exceptional Students. **

The current evaluation primarily focused on Dade's LD resource classes with secondary emphasis placed on an evaluation of the ECPC/LD program. The basic distinctions between these programs are that the ECPC/LD is a first grade program which is full time, and utilizes a structured, county developed, uniformly applied instructional program based on Dade County's ESEA, Title III Early Childhood Preventive Curriculum - (ECPC) project, whereas the Resource LD program is K-12, part-time, and, although instructional individualization

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* Verbal communication, Planning Department, Dade County Public Schools

** Dade County Procedures for Providing Special Education for Exceptional Students, 1974-75. Division of Instruction, Dade County Public Schools, (April, 1974).

is encouraged, no structured, County-mandated curriculum has been developed.

Description of the Evaluation

1) Evaluation of the Resource class program

As previously indicated, most of this report will document the evaluation of the resource class LD program. For this evaluation, data were collected from regular classroom teachers, LD resource class teachers, parents of children served by LD resource classes and student records.

Additionally, site visitations of LD resource classes were conducted by members of the evaluation staff and a standardized achievement test, the Wide Range Achievement Test (WRAT), was administered to a group of LD students to determine program impact.

A two percent random sample of regular classroom teachers in grades K-12 was selected within each of the six administrative areas. A questionnaire was distributed to, and returned directly by, these teachers to assess their understanding and perception of effectiveness of the LD program operating within their school.

All resource LD teachers in the county were mailed questionnaires to assess their perception of the program, supportive services' effectiveness, the adequacy of their backgrounds and their perception of the quality and extent of school-program cooperation.

In the same mailing, parent questionnaires were sent to individual teachers sufficient in number for the parents of all their students. These questionnaires were taken home and returned by individual LD students and then all questionnaires were returned directly to the Evaluation Studies Section by school mail. Parent questionnaires dealt with issues such as parents' perceptions of program adequacy, the adequacy of information which they had received about their childrens' problems and progress and their perceptions of program-school cooperation.

Student records of 50 LD resource students randomly selected in each of the six administrative areas (a total of 300 students) were examined to determine the presence of critical information, the period of time elapsing between steps in the identification/placement process and the test score profiles.

Classroom visitations of ten percent of the LD resource classes in the county were performed by members of the evaluation staff, primarily to assess the extent to which facility, equipment and supply items listed in the Procedures as desirable were present in LD resource classrooms. A total of thirty-six classrooms were visited as part of this evaluation.

Finally, 300 LD resource students of all grade levels were randomly selected within each administrative area and were retested with the WRAT. The purpose of this retest was to determine the extent of their verbal and quantitative growth over the period of time that they had been enrolled in the LD program and to document any change in standing, relative to their peers, occurring between the time of pre and post-testing.

2) Evaluation of the ECPC/LD Program

By special request of the Division of Elementary and Secondary Education, a brief evaluation of Dade's ECPC/LD program was conducted. All teachers and parents of children enrolled in the 20 ECPC/LD classes functioning in February, 1975 were requested to fill out questionnaires identical to those administered to teachers and parents of LD resource students. Additionally, all students (approximately 300) were tested with the WRAT. These normative scores were compared with normative scores obtained on the Clymer-Barrett pre-reading test taken at the time of these students' entry to the ECPC/LD program (September, 1974) to obtain a measure of program impact.

Additionally, progress toward mastery of reading objectives during the September to February period was documented by staff of the Title III ECPC Project.

The balance of this report contains (1) a summary of findings and recommendations arising from these evaluations, and (2) a results section which describes findings in greater detail and displays tabled data.

SUMMARY OF FINDINGS AND RECOMMENDATIONS:
FINDINGS

THE RESOURCE LD PROGRAM

The following section summarizes the findings of the Resource LD and Early Childhood Preventive Curriculum (ECPC/LD) evaluations. Findings are summarized for the various respondents or sources from which information was gathered. For the Resource LD Program a test-score profile of the LD population is drawn, followed by a description of the screening/placement process. Findings of classroom visitations are then presented, followed by perceptions of parents and teachers regarding program effectiveness. Finally, test data, illustrating the impact of the program on student achievement are presented. For the ECPC/LD evaluation, parent, teacher and achievement data are summarized. Concluding this section, recommendations derived from the findings of these evaluations are presented.

The typical child now attending the Learning Disability Program in Dade Public Schools was found to possess normal intelligence and, indeed, to be handicapped by perceptual deficits. Much in line with what the state guidelines for placement into the program suggest, the students' entering test scores were low for those subtests which indicated the extent to which a student was profiting from general education. Additionally, LD students possessed relatively higher performance than verbal skills.

The LD student appeared to be achieving on a rather low level compared to the "normal" student but seemed to be having slightly more success in arithmetic compared to reading and spelling.

Scores on a test of cognitive functioning (the ITPA) indicated that the LD student was functioning at a lower cognitive level than the average child. Relatively lower scoring was noted for those tests assessing auditory functioning.

The <u>screening/placement process</u> undergone by the LD student was characterized by a relatively long time lag occurring between the time initial

parent permission was given for psychological evaluation and the time the student was finally placed in an LD class.

Based on the availability of documents or other records of required screening/placement processes, it was concluded that most of the important pre-placement processes (psychological, social and medical evaluation, obtaining of parent permission forms for the processing, etc.) were occurring. However, evidence for the occurrence of individualization in the LD classroom (written instructional prescriptions, evidence of re-evaluation, etc.) was found in fewer than half of the LD teacher folders examined.

Visitation of LD classrooms revealed that facilities were usually as good if not better than those of other classrooms in the "host schools", although relatively few of the classrooms had screens/room dividers or individual carrels, both of which could possibly aid instructional individualization.

Most equipment and materiel items listed in the Procedures Manual as desirable (audio visual supplies, manipulative materials, reading curricula, etc.) were present in the majority of the LD classrooms visited with the exception of "high interest/low vocabulary materials and some specific behavior modification materials (it was noted, however, that behavior modification was used by most teachers but different reinforcers were selected).

Parents of LD children generally reacted favorably toward the program. The majority did not feel that the time it took the school system to identify and place their children was excessively long, and they were quite favorably disposed toward the adequacy of information they had received from the school and the LD teacher concerning their child's problem, program and progress. Parents favorably perceived all aspects of the program itself--indicating a feeling that their children were both emotionally and academically profiting by their exposure to the program. Parents gave exceptionally high marks to the perceived competence of their children's LD teachers.

Parents also felt that there was adequate cooperation between the LD program and the "host school" in terms of the availability of school activities and resources.

The only unfavorable response was that relating to parents' perception of the general adequacy and availability of Exceptional Child Programs across the county.

LD resource teachers were generally favorable in their assessment of program adequacy. Specifically, teachers felt that the LD program was a well integrated part of the regular school program, although many teachers felt that "regular" teachers in the school didn't sufficiently understand the nature and purpose of their LD program. Teachers rated the operational adequacy of the program significantly lower, finding dissatisfaction with the amount of money available for purchase of supplies and the adequacy of their classrooms. However, they gave generally favorable ratings to items related to actual program effectiveness. Teachers felt generally confident in their own competencies and training but expressed a strong desire for more inservice training programs. In a more negative vein, teachers felt that very few people actually knew what a learning disability was.

Regular classroom teachers felt that they needed to be better informed with respect to the dynamics of LD programming. Generally, these teachers were favorably disposed in their perception of LD program effectiveness. A majority felt that the LD resource experience led to more desirable academic and social behavior on the part of LD students, but felt that the LD students were still not able to "keep up" with their assignments in the regular classroom. More than half of these teachers felt that LD students needed full time self contained class placement. Most of these teachers felt that the LD program was "well integrated" with the rest of the school program and also felt a generally good working relationship existed between themselves and the LD teacher.

Program impact on student achievement was determined by testing a 10% sample of LD students with the Wide Range Achievement Test. Results for Reading, Spelling and Arithmetic subtests of this instrument showed the LD student to be gaining at roughly half the rate expected of the "normal" student and losing ground, in a relative sense, from his already

low pre-test position. These findings applied to the entire LD resource student sample, as well as to groups of LD students separated out on the basis of different chronological ages at time of program entry. Conclusions were based, however, on a comparison of LD student achievement with that expected of the normal student (and reflected in WRAT norms). The use of such norms is questionable although no other reasonable alternatives exist since no special norms for the LD student have been established. Additionally, although the composite LD student was found to have intelligence in the normal range, the average IQ was at the low end of this range, a finding which could negatively impact on such a student's academic progress.

THE ECPC/LD PROGRAM

Parents of ECPC/LD students were favorably disposed toward the program. As was predicted (because of the "early identification" feature of the program) the vast majority of parents had no prior awareness of their child's problem and felt that the time elapsing between initial identification of the problem and placement in the ECPC program was not excessively long. Parents generally felt that the information received about their child's program and progress was adequate. However, a desire was indicated for more information concerning the underlying bases of their children's problem, and for more information about the results of initial testing/diagnostic activities. The overall cluster mean depicting parent perception of program adequacy was quite high and somewhat higher than that of the LD resource parents. As with the responses of the LD/resource parents, ECPC parent responses reflected high praise for LD teacher skills and qualifications and favorable perception of program-school cooperation.

ECPC/LD teachers responded similarly to LD resource teachers in most cases. In terms of teacher competencies and training, greater need for inservice training was expressed. With respect to program support received (information-services), a majority of the teachers felt that reports and information on incoming students could be supplemented. The majority felt

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ABSTRACT

The report documents a 1974-1975 evaluation of Dade County, Florida's resource class program and the Early Childhood Preventive Curriculum (ECPC/LD) for learning disabled (LD) students. Data are said to have been obtained from regular class teachers, LD resource teachers, parents of LD students, student records, and scores from the Wide Range Achievement Test. An initial section provides a summary of findings regarding such program aspects as the screening/placement process, parent reaction, LD resource teachers' reactions, feelings of regular class teachers, and program impact on student achievement. Recommendations are listed for the resource LD programs, including greater emphasis on individualized instruction and the development of a county-wide ID curriculum. The bulk of the document contains detailed information on evaluation results of the resource programs and the ECPC/LD programs. (CL)

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EVALUATION OF THE DADE COUNTY LEARNING DISABLED PROGRAM 1974-75

EC 110 917

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with respect to these instruments), and (4) the averaging of test scores to provide program effects has the unfortunate consequence of obfuscating individual differences.

For simplicity and maximum clarity, each test will be discussed separately.

Wechsler Intelligence Scale for Children. The WISC is an individually administered test of global intelligence consisting of 12 subtests (two are supplementary) which are divided into two subgroups identified as Verbal and Performance. Verbal, Performance and Full Scale IQs are derived as are scaled scores for each subtest.

Ninety-seven percent of the students sampled showed evidence of being given the WISC, or a comparable intelligence test (e.g. Stanford-Binet, WISC-Revised, etc.), and 91.7% showed a complete analysis of WISC subtests scores in their records. The composite LD student earned a Verbal IQ of 87*, a Performance IQ of 93 and a Full Scale IQ of 89 which placed him at the top of the "Dull Normal" Intelligence Classification.

An analysis of Verbal and Performance scaled scores is presented in Table I (A scaled score of 10 on a subtest is considered "average").

In general, students performed slightly better on the Performance Scale, scoring low-average on all of these subtests. Verbal Scale results revealed sub-average scores with specific deficits on Information, Arithmetic, Vocabulary and Digit Span. Information (a test designed to tap one's fund of general cultural knowledge), Arithmetic, and Vocabulary are generally considered to be reasonable indications of the extent to which a student is profiting from general education (they are considered by many as measures of acquired knowledge). Performance on Digit Span is an indication of one's short-term auditory memory skills. WISC skills results seem to suggest that the composite LD student possesses relatively more sophisticated visual skills as compared to auditory functioning, as evidenced by higher scoring on the Performance scale

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* Median scaled scores and IQ scores were used due to irregular patterns of dispersion.

coupled with a moderate deficit on Digit Span. It might also be said that academic deficits are of a verbal nature and that as a result of low scores on subtests measuring acquired knowledge, these students have not benefited to an average extent from instruction provided in conventional teacher-learner systems. A more detailed breakdown of WISC IQ scores showing the number and percent of students falling within the Intellegence Classifications as defined on page 16 of the WISC manual is presented in Table II.

Wide Range Acnievement Test. The WRAT is an achievement test that is divided into two levels intended for children of different ages. Three subtests, at both levels, are Reading (recognizing and naming letters and pronouncing words), Spelling (copying symbols, writing one's name and writing single words to dictation) and Arithmetic (counting, reading number symbols, solving oral problems and performing written computations). WRAT test data reveal that the composite LD student is achieving on a rather low level but seems to be having slightly more success in Arithmetic as compared to Reading and Spelling. Analysis of subtest percentile scores is presented in Table I . A more detailed analysis, displaying percentage of student responses across quartiles, is presented in Table II.

Detroit Test of Learning Aptitude. The DTLA consists of 19 subtests that are designed to assess eight specific "mental faculties" (Figure 1 lists each test and the faculties it taps). The entire test series is seldom administered to any student. Instead, individual tests are selected contingent upon specific information desired and the nature of the student. Students in the LD program are usually given subtests 6, 9, 13 and 16 (See Figure 1) in order to assess auditory and visual attention spans.

Age scores for the composite LD student are presented in Table I . An examination of test data suggests that the composite LD student's visual attentional skills are more sophisticated than auditory attentional ones. This finding seems to support a similar one on the WISC.

Illinois Test of Psycholinguistic Abilities. The ITPA is a diagnostic instrument designed to delineate specific cognitive abilities and dis-

THE TESTS AND SPECIFIC MENTAL FACULTIES

Test	Reasoning and Comprehension	Practical Judgment	Verbal Ability	Time and Space Relationships	Number Ability	Auditory Attentive Ability	Visual Attentive Ability	Motor Ability
1. Pictorial Absurdities	X						X	
2. Verbal Absurdities	X		X					
3. Pictorial Opposites							X	
4. Verbal Opposites			X					
5. Motor Speed and Precision		X						X
6. Auditory Attention Span for Unrelated Words						X		
7. Oral Commissions		X			X	X		X
8. Social Adjustment A	X							
9. Visual Attention Span for Objects							X	
10. Orientation	X	X		X				
11. Free Association			X					
12. Memory for Designs				X			X	X
13. Auditory Attention Span for Related Syllables						X		
14. Number Ability					X			
15. Social Adjustment B	X							
16. Visual Attention Span for Letters							X	
17. Disarranged Pictures	X			X			X	
18. Oral Directions		X				X	X	X
19. Likenesses and Differences			X					

Fig. 1. Detroit Test of Learning Aptitude.

abilities in children. Three dimensions of cognitive abilities postulated are Channels of Communication (Auditory-Vocal and Visual-Motor), Psycholinguistic Processes (Receptive, Organizational and Expressive) and Levels of Organization (Representational and Automatic). Twelve subtests (two are supplementary) are used to tap specific functions which have been incorporated within the three dimensions. Specific subtests (functions) and scaled scores earned by the composite LD student appear on the ITPA Summary Sheet presented in Table I . A Profile of Abilities, using scaled scores, is also presented in this Table (The median scaled score for the average child is 36 and is represented by a heavy horizontal line. Median scores were again used for each subtest due to irregular dispersion patterns).

An examination of the median scaled score reveals that it is moderately lower than the typical score of 36 and suggests that the composite LD student is functioning on a lower level, in terms of cognitive abilities, than the average child. An examination of each of the three dimensions revealed no discrepancies between Representational and Automatic Level scores and no marked Process differences although Expressive skills seemed to be the most sophisticated. An analysis of Channel discrepancies revealed that the skills used to derive an Auditory-Vocal Channel score seemed to be somewhat less developed than skills used in deriving a Visual-Motor Channel score. An examination of specific subtests revealed that the only borderline discrepancy* was on Manual Expression and was a positive deviation (a student strength). No substantial discrepancies* were observed. However, the Profile of Abilities in Table I indicated that relatively lower scoring occurred on subtests assessing Auditory functioning (Reception, Association, Grammatic Closure, Auditory-Closure), thus corroborating the WISC and DTLA finding that the composite LD student seems to be consistently deficient in the area of general auditory functioning.

It should be noted that averaging of the ITPA scores likely obscured many of the specific deficits that would have been noted upon examination of individual students' test data.

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* Differences between the Median Scaled score and a subtest scaled score of ±7, ±8, or ±9 are considered as borderline discrepancies while differences of ±10 or greater are considered as substantial discrepancies.

TABLE I

STANDARDIZED TEST SCORES (MEDIAN)

(Median Chronological Age at time of testing = 9 years, 5 months)

WECHSLER INTELLIGENCE SCALE FOR CHILDREN

Verbal Test	Scaled Score
Information	7
Comprehension	9
Arithmetic	8
Similarities	9
Vocabulary	8
(Digit Span)	(7)

Note: National Average = 10

Verbal Scale IQ:	97
Performance Scale IQ:	93
Full Scale IQ:	89

Performance Tests

Picture Completion	9
Picture Arrangement	9
Block Design	9
Object Assembly	9
Coding	9

Note: National Average = 10

WIDE RANGE ACHIEVEMENT TEST

Test	Percentile Score
Reading Score:	8
Spelling Score:	8
Arithmetic Score:	16

Note: National Average = 50%ile

DETROIT TESTS OF LEARNING APTITUDE

Test	Age Score (Years-Months)
Auditory Attention Span for Unrelated Words:	6-5
Auditory Attention Span for Related Syllables:	6-6
Visual Attention Span for Objects:	9-3
Visual Attention Span for Letters:	8-3

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

Summary Sheet

SUBTEST	REPRESENTATIONAL LEVEL				AUTOMATIC LEVEL			
	AUDITORY-VOCAL		VISUAL-MOTOR		AUDITORY-VOCAL		VISUAL-MOTOR	
		Scaled Score		Scaled Score		Scaled Score		Scaled Score
AUDITORY RECEPTION		29.5						
VISUAL RECEPTION				36				
VISUAL MEMORY								32
AUDITORY ASSOCIATION		29						
AUDITORY MEMORY						31		
VISUAL ASSOCIATION				32				
VISUAL CLOSURE								33
VERBAL EXPRESSION		31						
GRAMMATIC CLOSURE						25		
MANUAL EXPRESSION				39				
(Supplementary tests) AUDITORY CLOSURE						27		Median SS
SOUND BLENDING						37		31

PROFILE OF ABILITIES

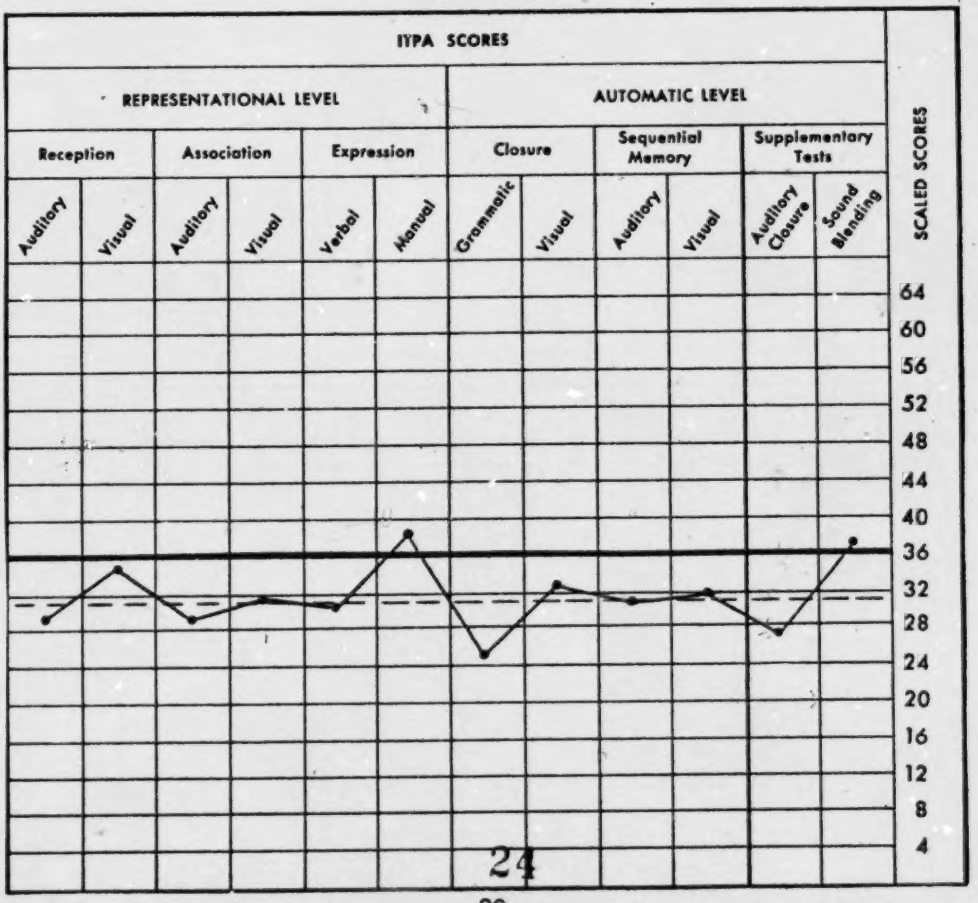

TABLE II

TEST SCORE DISTRIBUTIONS

FOR RESOURCE LD STUDENTS

(N = 303)

WISC Score Distribution by Intelligence Classification:

	Mental Defective Below 69		Borderline 70-79		Dull Normal 80-89		Average 90-109		Bright Normal 110-119		Superior 120-129		Very Superior Above 30	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
VERBAL IQ	8	2.8	47	16.6	99	34.8	110	38.8	13	4.5	6	21	1	0.4
PERFORMANCE IQ	9	3.3	25	9.2	76	27.9	101	46.7	26	9.6	9	3.3	0	0
FULL SCALE	3	1.1	37	13.1	107	38.1	112	39.9	15	5.3	7	2.5	0	0

WRAT Score Distribution by Quartile:

	Q_1 1-24%	Q_2 25-49%	Q_3 50-74%	Q_4 75-99%
READING	82.2	10.7	4.4	2.7
SPELLING	80.2	12.2	6.1	1.5
MATHEMATICS	67.1	24.6	6.4	1.9

that the regular school and ECPC/LD program were well integrated, but felt that regular classroom teachers needed to know more about the LD program and LD symptomatology itself. Teachers were favorably impressed with the operational adequacy of the program with the exception of their class sizes. Unlike LD resource teachers, two-thirds of the ECPC/LD teachers thought that their class sizes should be reduced. Also, unlike their resource LD teacher counterparts, most felt that the money available for facilities and equipment was adequate (a reasonable finding given Dade's investment in this program). In terms of teacher perception of program impact, the overall response, although favorable, was less so than that given by LD resource teachers.

Program impact was measured by the Pre-Reading Assessment Battery and Wide Range Achievement Tests. Over the relatively short period of impact assessment (September through March) advances in performance averaged 1.5 stanine units (an increase, on the average, from the seventh to the twenty-second percentile) on the Wide Range Achievement Test retesting. Increases in percentages of students mastering selected objectives in the Pre-Reading Assessment Test over the September through March period averaged from 30 to 40 percent across the 20 functioning ECPC/LD classes.

RECOMMENDATIONS

The following section describes recommendations that the Planning and Evaluation Department feels are warranted based on the findings of this evaluation. It is recognized that, prior to adoption of some or all of these recommendations, a determination of their probable costs (as weighed against their likely benefits) would have to be made, and mechanisms for their implementation and operation would have to be precisely defined.

Recommendations presented below are not necessarily in order of importance.

Resource LD Recommendations

1. The period of time transpiring between receipt of parents' permission for the initial psychological evaluation and opening of the case should be shortened by the incorporation of mechanisms within each school to expedite this process. A Screening-Referral-Follow-up (SRF) committee such as that described in the recently published

 would be one such mechanism.

2. Individualization of instruction, the cornerstone of LD remediation should be pursued in more resource classrooms than currently appears to be the case. This would require:

   A. The provision of assessment-diagnostic-and-instructional systems which (1) require a minimum of teacher time in further training, and (2) whose results are immediately transferrable to learning prescriptions. A persistent criticism of the use of traditional educational and psychological test batteries, as in the currently favored Prescriptive Profile Procedure-(PPP), is that they are not only cumbersome to administer but result in classificatory information which is too gross and too far removed from discrete student behavior to be of much help in developing instructional prescriptions. Indeed, many teachers have reported that they must "work backwards" from PPP composite scores, in order to describe more specific indices of student behavior before they can proceed with instructional prescription writing. Comments leading to these conclusions were made by LD resource teachers during classroom observations conducted by members of the evaluation staff.

   B. The presence of facilities which are supportive of such individualization. During classroom observation, it was noted that individual carrels, room dividers, etc. were not present in significant proportions of LD resource classrooms. Such equipment is a necessary support to individualization and should be made available to an increased proportion of LD resource classrooms.

   C. Adequate periods of time for the LD teacher to perform testing and other diagnostic activities, both at the time of the students' entrance to the program and, periodically, throughout a students' tenure, to reassess his or her progress. This recommendation is based on comments made by LD resource teachers during classroom observations conducted by members of the evaluation staff.

3. Inservice workshops to familiarize regular classroom teachers with the LD program and appropriate management and instructional mechanisms for improving the carry-over of academic behavior from the LD resource classroom into the regular classroom should be made available.

4. In-service training programs for LD teachers should also be made available after surveying to determine their specific needs.

5. As mentioned in the previously referenced Exceptional Child Program Needs Assessment, timelier and more specific financial reporting of exceptional child financial allocations and expenditures should be provided to area, district and school level Exceptional Child personnel. In many cases, LD teachers, although adequately supported, had no idea of what was actually due them in terms of funding, how much of it had been spent, etc. This general comment was made by exceptional child personnel at all levels including district and area. Supposedly, a $50.00 allocation is made available to each LD resource teacher for purchase of material.

6. A county-developed, structured LD curriculum should be produced and implemented. The adequacy of the two hour per day time involvement of LD resource students should also be re-evaluated.

ECPC/LD Recommendations

The Department feels that this program is too "young" to make definitive recommendations concerning its future. Generally, parent and teacher responses to questionnaires were similar to those noted in the case of parents of LD resource students. Most of these responses were generally favorable. The two blocks of test data used to define program impact over the relatively short period of the evaluation indicated that significant positive change had been made in students' academic behavior as a result of their exposure to this program. Although positive, these findings should be viewed with caution since the period of evaluation was relatively short. It is suggested that retesting at appropriate intervals be done to verify the apparent efficacy of this program.

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RESULTS

The following section presents findings of the Resource LD and ECPC/LD evaluations.

For the Resource LD evaluation, a composite picture of Dade's LD student population is drawn in terms of various test profiles. Next, the characteristics of the screening/identification process are discussed in terms of the time-lag between these processes and whether or not there is evidence of their occurrence. The adequacy of LD classroom facilities and equipment, determined through direct observation, is next discussed. Following this, the perceptions of LD parents, teachers, and regular classroom teachers regarding the LD program are treated. Finally, a section is given over to a discussion of program impact on student acnievement, as measured by the Wide Range Achievement Test.

The second major part of the Results section presents the ECPC/LD evaluation. Parent and teacher perceptions of program adequacy are shown, followed by evidence of program impact on student achievement.

EVALUATION OF THE RESOURCE LD PROGRAM

Test Profile of the LD Student

Test data from four instruments were attained from records for each student sampled and were combined to produce a composite profile of Dade's LD student population. The instruments used were the Wechsler Intelligence Scale for Children (WISC), the Wide Range Achievement Test (WRAT), the Illinois Test of Psycholinguistic Abilities (ITPA) and the Detroit Tests of Learning Aptitude (DTLA). Possible limitations in providing such profiles include: (1) these tests were administered by Pupil Personnel Services, and/or Exceptional Child staff and not by members of the evaluation team, (2) most of the scores were obtained prior to student entry into the LD program, (3) not all students sampled were administered all four instruments (see Table 4 for an indication of percentage of missing test scores

In summary, all critical information, with the exception of that recently mandated (in the case of the Teacher Observation Form), that inappropriate for certain age groups (ITPA test data) and that for which substitutes were available (the self-report), was present in the vast majority of cases.

Information Regarding Post-Placement Processes. The last three items on the LD Student Information Form were included to ascertain the extent to which suggested diagnostic, prescriptive and re-evaluative processes were occurring in the LD classroom. Teacher's folders were examined for evidence of a profile of student skills, written instructional prescriptions and evidence of periodic (6 to 9 week) re-evaluations. Table V below illustrates the N and percent of cases in which these processes were in evidence.

TABLE V

PERCENTAGES OF CASES IN WHICH

REQUIRED POST-PLACEMENT PROCESSES HAD OCCURRED

(N = 303)

Process Evidence	N	%
18. Copy of profile of student's strengths and weaknesses in various skill areas	219	72.3
19. Copy of prescription prepared for each LD student by the LD teacher	161	53.1
20. Evidence that re-evaluation of prescriptions is occurring every 6-9 weeks	112	37.0
	AVERAGE	54.1

As seen in the Table, a copy of the student skill profile was present in the majority of cases, indicating that teachers had received results of testing at the time of the student's initial entry into their class. However, written prescriptions were in evidence in only 53.1 percent of the cases and evidence of re-evaluation was present in only 37 percent of the cases. It should be noted that the latter item was exceedingly difficult to identify, since dated evidence of repeated testing had to be in the teacher's folder before credit was given for that particular item.

It is likely, on the basis of these findings, that proper individualization is not occurring in many of the LD resource classrooms.

Adequacy of Facilities, Equipment, and Material in the LD Resource Classroom

As part of this evaluation, site visits were conducted in a ten percent random sample of LD resource classrooms within each of the six administrative areas. The intent of these visits was to determine the adequacy of facilities and the accessibility of equipment and materiel to the LD teacher. Criteria for the evaluation of classroom facilities and lists of desired equipment and materiel items were abstracted from the standards noted in the Dade County Procedures. The Facilities, Equipment, and Material Checklist developed for use during these observations is included in Appendix A.

Results of the 34 classroom visitations are displayed in Table VI, in terms of the percentage of classrooms in which facility, equipment, and materiel items were noted. Means of these percentages were computed for facility standards and equipment-material accessibility and are also displayed.

Physical Description of the LD Resource Classroom and Class Size. Square footage of the classrooms observed ranged from 243 to 1,008 with an average area of 555 square feet. The mean square footage per student observed was 70, ranging from 20 to 176 square feet. Although no specific standards for square footage are mentioned in the Procedures Manual, the obtained figures appeared reasonable in terms of providing adequate space in which the LD student could function. The average class size in the classrooms

TABLE VI

PRESENCE OF FACILITIES
EQUIPMENT AND MATERIALS IN
LD RESOURCE CLASSROOMS
(N=34)

FACILITY STANDARDS	Percent of Classrooms in which Facilities, Equipment, and Material were noted.
1. Classroom reasonably accessible to all areas of school	100.0
2. Floors carpeted	35.3
3. Presence of area rugs	44.1
4. Air conditioned classrooms	50.0
5. Appropriate space for gross motor activities	85.3
6. Presence of screens and/or room dividers	17.6
7. Blackout curtains for all windows	44.1
8. At least three (3) individual carrels	32.4
9. A work area for group activities	94.1
10. Presence of "learning centers"	94.1
11. At least one cabinet or file which can be locked	55.9
Average for individual standards	59.4
EQUIPMENT AND MATERIALS	
1. Audio-Visual Supplies	
a. Language master and cards	79.4
b. At least one tape recorder	91.2
c. A record player and records	97.1
d. At least one listening station	91.2
e. A film strip projector and screen	100.0
f. An overhead projector	82.4
2. Manipulative Materials and Games	
a. Individual academic game	85.3
b. Group non-competitive game	88.2
c. Competitive group game (e.g. puzzles, scrabble, phonics games, word-building games, eye-hand coordination tasks)	91.2
3. Behavior Modification Materials (Tokens, Candy, etc.)	64.7
4. Reading Curricula	100.0
a. Textbooks	
b. "High interest/Low Vocabulary" workbooks	47.1
c. Supplementary readers (e.g. the "Reluctant Reader Library").	73.5
5. Math Curricula	79.4
6. Testing Materials	
a. Detroit Tests of Learning Aptitude	67.6
b. The Purdue	23.5
c. Wide Range Achievement Test	32.4
d. Illinois Test of Psycholinguistic Abilities	55.9
e. The Durrell	32.4
f. Slingerland	23.5
g. Frostig	38.2
h. Peabo[illegible]	35.3
i. Slosson	38.2
j. Other (specify) _____	64.7
7. Individual Worksheets (dittoes)	100.0
8. Adequate Supplies (paper, duplicating materials, art Materials, etc.)	91.2

observed was 8.1, ranging from 3 to 15 students.

Adherence to Facilities' Standards. For all classrooms visited, the average percentage adhering to each of the facilities' standards was 59.4.

All, or about all (80-100%), of the classrooms: (1) were reasonably accessible to all areas of the school, (2) had appropriate space for gross motor activities, (3) had a work area for group activities and (4) had "learning centers" present. Relatively few (0 to 40%) had carpeted floors, screens/room dividers or individual carrels. These latter two facility items are aids to individualization, a critical concept in most currently employed approaches to instruction of the LD child, and should be made available in more LD classrooms. In terms of gross, readily observable, facility characteristics (carpeting, air conditioning, etc.), most LD classrooms observed had facilities at least equal to those noted for the schools in which they were located.

Presence of Equipment and Material. Most equipment-material items indicated on the checklist were present in the majority of the classrooms visited by the evaluation team. Generally speaking, there were some variations in presence for equipment-material subcategories (audio-visual supplies, manipulative materials, behavior modification materials, reading curricula, teaching materials, worksheets and supplies).

Audio-visual supplies were available for the great majority of LD resource classrooms, with individual items in this category present in, or accessible to, from 80 to 100% of the classrooms visited. A similar conclusion could be drawn in the case of manipulative materials and games, where individual items were available in from 85 to 91% of the classrooms, depending on the specific item.

Behavior modification materials (tokens, candy, trinkets) were found in only 65% of the classrooms. However, in talking with teachers during these observations, it became evident that many use point systems for special privileges, or other non-material variants on the behavior modification theme rather than the tactics listed. Many teachers provided money for what materials were used "out of their own pockets" and a

significant number complained about the lack of available funds for this purpose.

The great majority of classrooms had reading curricula items in evidence with the exception of "high interest/low vocabulary" workbooks which were present in fewer than half of the classrooms visited. These are theoretically valuable for stimulating the interest of children whose achievement and subsequent interest in verbal material is a major facet of their academic problem.

Math curricular were less in evidence in the LD resource classrooms visited. The percentage of classes in which curricular items were available was 79%. Most teachers interviewed during the observation, however, perceived their instructional role to be primarily one of remediating reading deficits and not concentrating on mathematics to as great an extent.

In terms of testing materials, the Detroit Tests of Learning Aptitude was in evidence in over half of the classrooms (67.6%), as was the Illinois Test of Psycholinguistic Abilities (55.9%). Other tests listed were available in anywhere from 23.2% to 38.5% of the classrooms. However, there was great variation in the extent to which teachers perceived their role as including testing beyond those diagnostic and mastery evaluations required for the sake of instructional individualization.

Parent Responses

Table VII presents parent responses to items within their questionnaire. Respondents in this case were parents of LD children enrolled in resource (part-time) LD classes. Parents were asked to indicate agreement with each statement in the questionnaire using a numerical scale extending from 1 (strongly disagree) to 5 (strongly agree). For each item, the mean (M) and standard deviation (SD) of numerical responses is shown, as well as the percentage of parents responding with each of the five possible numerical responses. The modal (most frequently occurring) response is identified with an asterisk (*).

For purposes of simplification, items referring to similar concerns were placed together in titled "clusters". For example the first two

TABLE VII

LD (RESOURCE) PARENT RESPONSES
(N = 1022)

	M	SD	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
			Percent Responding to Each Choice (* = modal response)				
PARENTS' AWARENESS OF PROBLEM	3.1		29.5	14.7	3.8	21.3	30.8*
I had no idea that my child had an instructional problem before the school first told me about it. (1)	2.8	1.6	34.1*	16.4	5.9	21.8	21.7
I did not request Exceptional Child services by notifying the school before the school informed me about my child's problem. (2)	3.4	1.7	24.9	12.9	1.6	20.8	39.8*
PERCEPTION OF ID/PLACEMENT LAG	3.3		22.6	10.4	9.7	27.1	30.2*
I feel the amount of time it took to identify my child's learning problems and place him in a Learning Disabilities Program was not unreasonably long. (26)	3.3	1.5	22.6	10.4	9.7	27.1	30.2*
PERCEPTION OF INFORMATION ADEQUACY	3.8		11.6	9.6	8.3	29.1	41.4*
I was adequately informed of the nature and extent of my child's difficulties by the school. (3)	3.6	1.5	16.4	11.4	5.1	27.8	39.3*
Results and findings of testing and other diagnostic activities were adequately explained to me. (4)	3.7	1.5	14.1	10.8	5.9	28.1	41.1*
I was adequately informed by the school as to the nature of my child's Learning Disabilities Program. (5)	3.8	1.4	11.2	9.8	6.3	30.6	42.0*
I understand the grading procedures used in my child's Learning Disabilities Program. (17)	3.6	1.4	13.5	8.9	14.8	30.5	32.3*
I feel that the Learning Disabilities teacher keeps me adequately informed of my child's progress. (20)	3.7	1.4	11.4	13.5	10.6	23.0*	41.6
I have an adequate understanding of what a Learning Disability is. (22)	4.3	0.9	2.7	3.5	7.3	34.5	51.9*
PERCEPTION OF PROGRAM ADEQUACY	3.8		8.7	6.4	17.1	27.4	40.5*
I feel the Learning Disability Program is adequately helping my child academically (helping in learning). (6)	4.2	1.0	2.8	3.5	13.4	29.5	50.8*
I feel the Learning Disability Program is adequately helping my child emotionally (helping in proper behavior). (7)	4.0	1.1	4.7	5.0	17.8	29.4	42.9*
I feel the school is doing all it can to meet my child's educational and emotional needs. (8)	3.9	1.2	6.7	8.1	14.5	28.8	42.0*
I think my child should not be placed in a regular classroom full-time instead of in the Learning Disabled Program. (9)	4.2	1.4	6.0	3.0	12.9	22.7	55.3*
I am satisfied with the current procedure of resourcing my child into the Learning Disabilities Program on a part-time basis (answer only if your child is in a part-time program). (10)	3.9	1.2	8.6	4.9	14.2	30.8	41.5*
My child would benefit more from the Learning Disabilities Program if he were assigned to it for the entire school day (answer only if your child is in a part-time program). (11)	3.3	1.5	20.0	7.6	23.1	20.8	28.4*
My child is able to function adequately in his regular classes although he is resourced out to the Learning Disabilities program for part of the school day (answer only if your child is in a part-time program). (12)	3.3	1.3	13.0	15.2	23.6	25.1*	23.2
I feel the time my child spends daily in the Learning Disabilities program is sufficient to help him learn better. (14)	3.6	1.3	8.5	11.8	19.9	29.2	30.6*
I am satisfied with the grading procedures used in my child's Learning Disabilities Program. (18)	3.8	1.1	5.2	5.2	25.0	29.9	34.8*
I feel that the Learning Disabilities teacher is sufficiently qualified and skillful to serve my child adequately. (19)	4.4	0.8	0.7	0.6	12.4	28.7	57.6*
My child has made a good adjustment to participation in his Learning Disabilities Program. (21)	4.3	0.9	2.6	1.9	10.8	35.5	49.1*
I feel there are sufficient Exceptional Child services and programs to meet the needs of almost all Learning Disabled children in Dade County. (23)	2.7	1.4	30.3*	14.2	26.1	12.7	16.7
My child enjoys his Learning Disabilities Program. (24)	4.3	1.0	4.1	1.8	8.2	32.6	53.3*
PERCEPTION OF STIGMA	3.3		15.2	17.8	16.6	23.9	26.6*
My child is no different than children who are not in the Learning Disabilities Program. (13)	3.0	1.4	17.7	24.1*	16.1	21.4	20.7
My child feels no different from children who are not enrolled in a Learning Disabilities Program. (15)	3.6	1.4	12.6	11.5	17.1	26.4	32.5*
PROGRAM/SCHOOL COOPERATION	4.1		4.5	4.6	13.4	34.8	42.8*
I feel there is adequate cooperation between my child's Learning Disabilities teacher and teachers in the regular school program. (16)	3.9	1.2	6.2	6.1	18.2	31.4	38.1*
I feel that regularly scheduled school activities and resources (library, music and art classes, physical education classes, etc.) are adequately available to my child. (25)	4.2	0.9	2.8	3.1	8.5	38.2	47.4*

items have to do with the extent to which parents were initially aware of their children's problems. Data are also summarized in the form of means of item means and mean percentage responding with each numerical response for items belonging to each cluster.

In most cases, a high numerical response can be interpreted as indicating a favorable perception of that particular aspect of the program.

Awareness of Problem. The first two items obtained an indication of the degree to which parents were aware of their childs' problems prior to notification by the school. A low numerical response could be taken to indicate that a significant period of time elapsed before their child could be properly placed by the system (the supposition would of course be faulty in the case of young children entering school or children transferring from other systems).

Mean responses for both items clustered around 3.0, the middle (undecided) point on the response continuum. However, as seen by the modal response indicators for both items, substantial percentages of parents answered with extreme responses; either strongly disagreeing or strongly agreeing to the two statements.

Perception of Identification/Placement Lag. The average response to item 26 was on the "favorable" side of the scale indicating that parents felt that the time period for identification of their child's LD problem and class placement was not excessively long. The most frequently given (modal) response was "5 - strongly agree" confirming this favorable evaluation. However, a substantial percent of parents (22%) strongly disagreed with this conclusion.

Perception of Information Adequacy. Six items on the questionnaire were included to enable parents to express their views concerning the adequacy of information that they had received about their child's needs, test results, program characteristics and progress once enrolled in the program. For all items, the mean responses were on the favorable or numerically high side of the response continuum. Modal responses to all items were " 5 - strongly agree", confirming this evaluation. Within the cluster,

the highest mean response (4.3) was given to item twenty-two, the item assessing the extent to which parents felt they knew what a Learning Disability was. Lowest, (but still favorable) mean responses (3.6) were given to items 3 and 17, items assessing parents' understanding of their children's difficulities and grading procedures used in their LD classes.

Perception of Program Adequacy. Thirteen items in the questionnaire dealt with the issue of program adequacy. Items defining this cluster tapped areas including the extent to which the program and school met the child's academic and emotional needs, parent satisfaction with the resourcing arrangement, adjustment of the child to the program and the child's enjoyment of the program.

The overall cluster means indicated a generally favorable response to all items. Particularly favorable responses (near or over 4.0) were given in reaction to item numbers 6 and 7, indicating a favorable perception of the extent to which the LD program was helping the child; number 9, indicating a desire to retain the child in the resource program rather than return him to the regular classroom; number 19, reflecting a favorable evaluation of teacher qualifications and skills, and numbers 21 and 24 indicating (respectively) that the child enjoyed and had adjusted to the LD class. The modal response for all of the above mentioned items was "5 - strongly agree", indicating very high satisfaction with the program. Responses on the negative side of the response continuum were noted in the case of item 23, indicating a feeling on the part of the parent that "Exceptional Child services and programs" were not sufficiently available on a countywide basis.

Perception of Stigma. Two items in the questionnaire were included to determine parent perceptions of the extent to which their children were seen as different from children in the academic mainstream. Responses to the second item could also be used as an indirect evaluation of the extent to which LD students were being prepared for "total mainstreaming". Although the mean of responses to item 13 was at the "undecided" or midpoint on the scale, the modal response to this item indicated that parents perceived their children as "different" from those not in the LD program. However,

most parents perceived their LD children as feeling no different from others. (item 15).

Program/School Cooperation. Two items included in the questionnaire dealt with parents' perceptions of the extent to which there was adequate program/school cooperation in terms of staff cooperation and availability of scheduled activities and resources. These perceptions together could be taken to indicate the extent to which the LD classes were felt to be isolated within the school setting. Mean responses to both items were on the favorable side of the scale, and the modal responses to both items were in the highest (most program - favorable) category.

LD Teacher Responses

Table VIII presents responses of LD resource class teachers to items in their questionnaire. Teachers responded to items regarding program effectiveness and support, operational adequacy, integration of LD and regular school programs and teacher competencies and training, by indicating extent of agreement/disagreement with 23 statements using the same numerical scale used in the parent questionnaire (a high numerical response indicated a favorable rating of a specific program dimension). Again, clusters were used to simplify presentation of results.

Integration of Regular School and LD Program. Three of 23 items were grouped into this cluster and an examination of the cluster mean (3.7) showed overall favorable responses. Over 85 percent of the teachers felt that the LD program was a well-received part of the general school program and over 80 percent of the teachers saw regular school personnel as being supportive of the program. However, although almost half the teachers felt regular class teachers adequately understood the nature and purpose of the programs, more than a third did not (13.3 percent answered "strongly disagree"), suggesting a potential area for staff development activities.

Operational Adequacy. Seven items comprised this cluster and yielded a group mean of 3.3 which, although somewhat favorable, was the lowest of the five cluster means for this questionnaire (item 14 was reworded to read as a positive statement and means and percentages were changed

Temporal Description of the LD Screening/Placement Process

As part of the analysis of LD student records and other documentation, note was taken of the time that elapsed between critical steps in the screening/placement process of the LD resource student. A copy of the form used to collect data for this determination can be found in Appendix A.

As a result of experience in the collection of this data, not all processes or items were included in the definition of elapsed time. As an example, the first and ninth items (Teacher Observation Form [TOF] completion and date of student's first day in the program, respectively) were not considered. In the case of the TOF, the requirement to complete this had been so recently mandated that it was present in only a few students' folders. The date of the student's first day was often difficult to pinpoint, since there was no requirement that it be recorded by the school or the child's first LD teacher.

Although completion dates for the nine listed processes were noted (when available), lags between certain of these dates were felt to be of special importance. These lags form the basis of the Table III display and discussion below.

TABLE III

AVERAGE LAG BETWEEN SALIENT LD SCREENING/ PLACEMENT PROCESSES IN WEEKS (N = 302)

Processes	Average Lag
Parent permission for evaluation to opening of case	5.7
Opening of evaluation to closing of evaluation of case	11.1
Close of evaluation of case to assignment of student to program	3.8

The time elapsing between the date of the parents' permission for the psychological evaluation and the opening of the case averaged approximately one and one-half months. This lag can be largely attributed to activities which take place in the individual "home" school prior to referral for psychological services, such as parent conferences, home visitations by Elementary Pupil Personnel Workers, etc.

Opening of the case is a clerical function that essentially should consume little time. Such inner-school lag might be minimized by the organization of individual school SRF (Screening-Referral-Follow-Up) committees as suggested in the Needs Assessment of the Dade County Exceptional Child Program, 1974-75.

Opening to closing of case generally defines the time expended by Pupil Personnel Services in the performance and documentary of the Psychological evaluation. This time period averaged 11.1 weeks or approximately two and one-half months. It should not be assumed however, that findings of the evaluation are not utilized until the closing of the case--since, in many cases, findings are discussed and decisions are made well before the individual school psychologist has had time to prepare a final report and formally close the case.

The next lag presented in the table (closing of case to assignment of student) averaged 3.8 weeks, slightly less than one month. This lag includes exceptional child staffing activities, and in many cases, waiting for the parent to return a permission form to satisfy the administrative/legal prerequisites of placement. This latter practice is subject to considerable variance, however, since some area exceptional child offices "administratively" assign students to LD classes prior to the receipt of the parent permission form, while others do not.

In summary, an approximately 21 week (five month) period elapses between the time the parent requests psychological evaluation by dating the parent permission form and the assignment of a student to the LD program. Although no standards (other than arbitrary ones) exist defining a reasonable time period between these two points, it would appear that a five-month period is excessively long.

Availability of Information

As part of the evaluation, a search was made of records and other documentation describing 50 LD Resource students randomly selected within each of the six administrative areas (a total of 300 students). The records were searched in an attempt to determine whether or not certain diagnostic/administrative (pre-placement) processes, described in the Procedures Manual as critical, had occurred. Additionally, the search provided evidence as to whether or not certain post-placement activities, such as diagnostic testing and prescription preparation, had taken place in the LD class to which the student had been assigned. An information checklist was developed and used in the records search. A copy of this checklist can be found in Appendix A . The search process involved a review of the contents of each individual students's cumulative, special education, psychological and teacher's folders.

Information Regarding Pre-Placement Processes. The Procedures Manual lists a sequence of activities which must be performed prior to the admission of a student to the LD Resource program. These activities include observations by the student's classroom teacher, behavioral, social, and medical evaluations, and the obtaining of consent from the child's parents for these processes to occur. Many of these activities are necessary to determine whether or not the child's qualifications for the LD Program are suitable--whether or not his best interests would be served by admission to the program. Other activities (i.e. the obtaining of parent permission for testing the child and for his/her entry into the LD program) are administrative/legal requirements which must be met to protect the school system and to provide for informed consent on the part of the parent.

Table IV below presents the number and percentage of cases in which the indicated information/items were found in the students' folders. In all cases, the lack of a record or other documentation that some process had occurred was taken as indicating that that process had not occurred. (It is recognized that, in some cases, the process may have occurred but record of its occurrence might have been lost or misplaced). In addition to signaling the occurrence of critical processes, the presence of some

information (test data, for instance) not only served as an indicator that testing had occurred, but that intrinsically valuable information for teachers, guidance counselors, and other concerned professionals was at their disposal.

TABLE IV

PERCENTAGE OF CASES IN WHICH PRE-PLACEMENT INFORMATION WAS FOUND

(N = 303)

	INFORMATION	N	%
1.	Completed Teacher Observation Form	71	23.4*
2.	Speech and Hearing evaluation report	250	82.5
3.	Medical information from student's physician	174	57.4
4.	Social Case History report	231	76.2
5.	Referral form for psychological services	296	97.7
6.	Signed Parent permission form for psychological evaluation	291	96.0
7.	Complete WISC administered	294	97.0
8.	Complete analysis of WISC subtests and scores listed in psychological evaluation report	278	91.7
9.	Complete ITPA administered	142	46.9*
10.	Complete breakdown of ITPA subtests and scores listed in psychological evaluation or in LD teacher's records	137	45.2*
11.	Complete WRAT administered	249	82.2
12.	Complete analysis of WRAT subtests and scores listed in psychological evaluation or in LD teacher's folder	242	79.9
13.	Completed self-report	23	7.6
14.	A projective test administered	276	91.1
15.	A written psychological evaluation	301	99.3
16.	An Exceptional Child placement form	300	99.0
17.	Signed parent permission form for special class placement	260	85.8*
		AVERAGE:	74.1

* Forms or tests identified with an asterisk were required as of 1973-74. The sample of LD students from which this data was derived included many who were admitted to the program before this date.

As shown in Table IV, individual items of pre-placement information were found in an average of 74.1 percent of the cases. The item found in the fewest percentage of cases (23.4%) was the Teacher Observation Form. However, a requirement that this form be completed was made for the first time at the start of the 1974-75 school year, while students sampled included many who had entered the program well before that point.

Evidence of a Speech and Hearing evaluation and a social case history were found in over three-quarters of the cases examined, indicating high compliance with these requirements. Evidence of medical evaluation was found in only slightly more than one-half of the cases. However, medical information is not as critical to the identification processes required for LD placement as it is in the case of other exceptionalities (physically handicapped, mentally retarded, etc.). Signed parent permission forms for both psychological testing and special class placement (items 6 and 17) were noted in the great majority of cases (96.0% and 85.8%, respectively) indicating informed consent of parents to these processes and general adherence to administrative/legal requirements on the part of the school system.

Complete psychological test scores on those tests required to screen for LD placement were also present in most cases with the exception of the ITPA test which was present in only forty-five percent of the cases. This test, however, is reserved for use with students no older than 10 years and three months. In the majority of cases where these scores were missing, the student's age had been below that cutoff point at the time of his initial evaluation. Again, it should be pointed out that the percentage of cases in which information was present provides a conservative estimate of the extent to which the related process actually occurred--since, in many cases, a record or documentation of the process may have been lost or misplaced.

Self-reports were noted in only 7.6% of the cases; however, projective tests, which provide much the same information, were in evidence in over 90 percent of the cases.

Written psychological evaluations, summarizing the findings of all evaluative processes, were present in virtually all (99.3%) of the cases.

Operational Adequacy. Four items comprised this cluster and an examination of the cluster mean (3.5) indicated overall favorable responding. Over 85 percent of the teachers felt LD teachers were sufficiently trained (scale number 5 received the most responses with 43.9 percent) and nearly 80 percent felt that LD teachers had an adequate understanding of what constituted a learning disability. However, teachers were nearly evenly divided in response to a statement that the LD resource program was servicing an adequate number of children. Also, more than half the teachers felt that the amount of time daily that most students spent in the LD class should be increased (24.3 percent were undecided).

Determination of Program Impact on Student Achievement

Previously discussed evaluation results were indicative of the extent to which parents and teachers perceived the LD resource program as adequate and the extent to which process standards, as documented in the Procedures manual had been adhered to. In this section, test data indicative of program impact on student achievement will be discussed.

As part of the LD Resource Program evaluation, a randomly selected, ten-percent sample of LD resource students who: 1) had been assigned to the LD program for at least five months, and 2) had been tested with the Wide Range Achievement Test (WRAT) prior to their entry into the program, were re-tested with the WRAT. It should be noted that only students still enrolled in the LD resource program were included.

Tables X through XIV below present pre-and post-test grade equivalents, percentiles, and stanine scores for the approximately 300 LD students who made up the sample. The first table (Table X) presents these data for all students in the sample. Subsequent tables (XI through XIV) present test data for students who entered the program at successively older chronological ages. It was felt that a student who had entered the program at an earlier point might be more effectively remediated, since 1) the period of instructional time "lost" would be less in a relative sense, and 2) the "emotional overlay" which often accompanies LD behavior would, as a consequence, be relatively less pronounced. If true, this could be verified by: 1) a more substantial gain in relative position (percentile rank or stanine) from pre- to post-test, and 2) a greater gain in achievement (grade equivalent score) per unit of time.

The tables presented below contain median (middle) scores rather than mean scores, since in most cases, the obtained distributions were positively skewed.

Table X below presents pre-and post-test scores for all LD resource students in the sample.

TABLE X
MEDIAN PRE AND POST TEST SCORES
WIDE RANGE ACHIEVEMENT TEST
(N = 287)

GRADE EQUIVALENT						PERCENTILE						STANINES					
PRE			POST			PRE			POST			PRE			POST		
R	S	A	R	S	A	R	S	A	R	S	A	R	S	A	R	S	A
1.9	1.8	2.6	2.6	2.6	3.5	8.0	9.0	16.0	7.0	5.0	14.0	2.0	2.0	3.0	2.0	2.0	3.0

Median Months Between Tests = 19.0

Median Age At Pre Test = 8 yrs. 5 months

Normal Growth: R = 1.6, S = 1.6, A = 1.6

Achieved Growth: R = .7, S = .8, A = .9

LEGEND:
R = Reading
S = Spelling
A = Arithmetic

As illustrated by the table, achievement (grade equivalent) gains over the average nineteen month period which elapsed between testing were .7, .8, and .9 for Reading, Spelling, and Arithmetic subtests, respectively.

The growth expectation for the "normal" student over this period is 1.6 grade-equivalent units. This figure is obtained by dividing the average number of months between tests (19 in this case) by the number of months in a year (12). The assumption underlying this calculation is that a "normal" student gains one grade-equivalent unit in one calendar year. Plainly, the performance of these LD students falls short of this standard. The growth rate of the LD sample appears to be essentially half that of this norm-expentancy.

Percentiles for the pre- and post-tests suggest, in fact, that the LD student may be losing ground relative to the "norm" group on which the test was standardized. Reductions in percentile ranks from 1.0 (Reading) to 4.0 percentile points (Spelling) were noted.

Tables XI through XIV display test results for LD students who entered the program at increasingly greater chronological ages. These tables include data for students who entered at ages below nine (grades K-2),

nine and ten (grades 3 and 4), eleven and twelve (grades 5 and 6), and thirteen or older (grades 7 through 12). As previously noted it was hypothesized that early entrants would be more effectively remediated by the program. The data displayed in these tables do not support this hypothesis.

Table XI illustrates the test achievement of those lowest in chronological age at the time of entry into the program.

TABLE XI

MEDIAN PRE AND POST TEST SCORES
WIDE RANGE ACHIEVEMENT TEST
AGE AT PROGRAM ENTRY - 8 YEARS, 11 MONTHS AND YOUNGER
(N = 137) (Grades K, 1, 2)

GRADE EQUIVALENT						PERCENTILE						STANINES					
PRE			POST			PRE			POST			PRE			POST		
R	S	A	R	S	A	R	S	A	R	S	A	R	S	A	R	S	A
1.5	1.4	2.1	2.3	2.3	3.0	13	16	24	9.0	8.5	19	3	3	3	2.0	2.0	3.0

Median Months Between Tests = 20.0

Median Age At Pre Test = 7 yrs. 5 months

Normal Growth: R = 1.7, S = 1.7, A = 1.7

Achieved Growth: R = .8, S = .9, A = .9

LEGEND:
R = Reading
S = Spelling
A = Arithmetic

Like the results for the entire LD sample, the growth of these students is about half that expected (according to the test norms), and the percentile figures show a slight decline between the pre- and post-test periods (4, 7.5, and 5 percentile points for Reading, Spelling and Arithmetic, respectively).

These general findings are true also of the achievement patterns exhibited by the next two older categories of program entrants (Tables XII and XIII). Additionally, as age of entrance to the program advances, the entering (pre-test) percentile standings decrease substantially.

TABLE XII

MEDIAN PRE AND POST TEST SCORES
WIDE RANGE ACHIEVEMENT TEST
AGE AT PROGRAM ENTRY - 9 YEARS, 0 MONTHS TO 10 YEARS, 11 MONTHS
(N = 103) (Grades 3 - 4)

GRADE EQUIVALENT						PERCENTILE						STANINES					
PRE			POST			PRE			POST			PRE			POST		
R	S	A	R	S	A	R	S	A	R	S	A	R	S	A	R	S	A
2.1	2.2	3.0	2.8	2.6	3.7	8.0	6.5	14.0	5.0	4.5	11.0	2.0	2.0	3.0	2.0	1.5	2.5

Median Months Between Tests = 18.5

Median Age At Pre Test = 9 yrs. 5 months

Normal Growth: R = 1.6, S = 1.6, A = 1.6

Achieved Growth: R = .7, S = .4, A = .7

LEGEND:
R = Reading
S = Spelling
A = Arithmetic

TABLE XIII

MEDIAN PRE AND POST TEST SCORES
WIDE RANGE ACHIEVEMENT TEST
AGE AT PROGRAM ENTRY - 11 YEARS, 0 MONTHS TO 12 YEARS, 11 MONTHS
(N = 40) (Grades 5 - 6)

GRADE EQUIVALENT						PERCENTILE						STANINES					
PRE			POST			PRE			POST			PRE			POST		
R	S	A	R	S	A	R	S	A	R	S	A	R	S	A	R	S	A
2.4	2.6	3.6	3.0	3.2	4.2	2.0	3.0	7.0	2.0	2.5	5.0	1.0	1.0	2.0	1.0	1.0	2.0

Median Months Between Tests = 15.0

Median Age At Pre Test = 11 yrs. 3 months

Normal Growth: R = 1.3, S = 1.3, A = 1.3

Achieved Growth: R = .6, S = .6, A = .6

LEGEND:
R = Reading
S = Spelling
A = Arithmetic

Table XIV below illustrates achievement results for the small number of students who entered the program at thirteen years of age or older.

TABLE XIV
MEDIAN PRE AND POST TEST SCORES
WIDE RANGE ACHIEVEMENT TEST
AGE AT PROGRAM ENTRY - 13 YEARS, 0 MONTHS AND OLDER
(N = 7) (Grades 7 - 12)

GRADE EQUIVALENT						PERCENTILE						STANINES					
PRE			POST			PRE			POST			PRE			POST		
R	S.	A	R	S	A	R	S	A	R	S	A	R	S	A	R	S	A
3.3	3.2	4.4	6.0	3.7	5.7	3.0	3.0	7.0	14.0	9.0	9.0	1.0	1.0	2.0	3.0	2.0	2.0

Median Months Between Tests = 20.0

Median Age At Pre Test = 13 yrs. 3 months

Normal Growth: R = 1.7 , S = 1.7 , A = 1.7

Achieved Growth: R = 2.7 , S = .5 , A = 1.3

LEGEND:
R = Reading
S = Spelling
A = Arithmetic

Since only seven cases are included in this last age-of-entry grouping, any conclusions drawn would be tenuous at best. However, for this small group, grade equivalent growth exceeded that of the norm in the case of Reading and approximated the norm in the case of Arithmetic. In considering the findings reported in this section, two qualifications should be noted:

(1) The resource program provides for two hours of special instruction per day (the median number of hours per week of LD resource class participation of students in this study was 10). The remainder of the student's day is spent in a "regular" instructional environment which is not specifically conducive to the remediation of his problem. The test results as displayed in this section should be seen as a function of the impact of the student's total learning environment and not be solely attributed to his LD resource class experience.

(2) Norms based on "average" student behavior (such as those used by the WRAT) are seen by many as inappropriate standards against which to compare the performance of LD students or, for that matter, any students whose entering behavior places them at the extreme low end of the achievement continuum. Given this initial placement, such student's subsequent learning becomes doubly handicapped due to: 1) learning deficits (incomplete learning upon which new learning is increasingly dependent), and 2) learning defects (incorrect or defective learning due to process dysfunctions). Additionally, the average IQ of the composite LD student was found to be at the bottom of the "normal range", thus further negatively impacting on achievement potential.

Counteracting this expectation of continued low performance is the statistical phenomenon called <u>regression towards the mean</u>. This phenomenon refers to the observed tendency of initially extreme (high or low) scores to "regress" or approach nearer the mean on repeated measurement, <u>solely as a function of their initial extreme position on the score continuum</u>.

This phenomenon would support the expectation that LD student achievement scores, low on "pre" testing, would be somewhat higher upon post-testing.

In summary, although there are no truly accepted standards against which to evaluate LD student achievement, it does not appear that the program is satisfactorily remediating students' academic deficits to the point where they can reasonably be expected to re-enter the instructional mainstream and be permanently retained on a full-time basis. It is likely that this hope will constitute an unrealistic expectation until such time as (1) truly individualized instruction is uniformly practiced in LD resource classrooms across the county, and (2) regular classroom teachers to whom LD students are returned do not expect them to "keep up" with the regular program, but rather are willing to provide for a smoother re-entry to the academic mainstream through the continuation of remediative practices initiated in the LD resource classroom.

EVALUATION OF THE ECPC/LD PROGRAM

As previously mentioned, a special, mid-year evaluation of the ECPC/LD program was conducted in response to a request of the Division of Instruction. The evaluation was able only to measure short term effects of the program since most "post" measures were taken in the early part of 1975, only four to five months after the program had begun in some 20 classes across Dade County.

This section presents parent and teacher responses to a questionnaire regarding their perception of the program and also test information defining advances in achievement in terms of differences between scores of tests administered in February through March and similar tests administered at the time of entry to the program in September of last year.

ECPC Parent Responses

As part of the ECPC/LD evaluation, the questionnaire used for parents of LD resource students was mailed to parents of all students (approximately 400) currently enrolled in Dade's twenty ECPC/LD classes. Responses to all items (with the exception of those to item numbers 10, 11, and 12 which were inapplicable to the ECPC/LD program) were analyzed in a fashion similar to that used for the LD resource questionnaire data.

Although a direct comparison of responses made by ECPC/LD parents with those made by LD resource parents is largely inappropriate due to the different nature and intent of the two programs (one is part-time the other is full-time, etc.), verbal comparison of the results will be made in the discussion below. Generally, it can be stated that the responses of ECPC/LD parents indicated a slightly more favorable perception of the program than did the responses of LD resource parents.

Parent's Awareness of Problem. Mean responses to items one and two showed that ECPC/LD parents were: 1) largely unaware that their children had an instructional problem before being told by the school, and 2) that they had not requested special LD services prior to being informed that

TABLE XV

ECPC/LD PARENT RESPONSES

(N = 155)

	M	SD	Percent Responding to Each Choice (* = modal response) Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
PARENTS' AWARENESS OF PROBLEM	3.8		17.4	7.3	2.7	24.1	48.7*
I had no idea that my child had an instructional problem before the school first told me about it. (1)	3.3	1.6	26.1	10.5	4.6	26.1	32.7*
I did not request Exceptional Child services by notifying the school before the school informed me about my child's problem. (2)	4.3	1.2	8.7	4.0	0.7	22.0	64.7*
PERCEPTION OF ID/PLACEMENT LAG	3.9	1.3	11.0	2.1	8.2	37.7	40.4*
I feel the amount of time it took to identify my child's learning problems and place him in a Learning Disabilities Program was not ureasonably long. (26)	3.9	1.3	11.0	2.1	8.2	37.7	40.4*
PERCEPTION OF INFORMATION ADEQUACY	3.8		15.1	6.4	6.0	29.1	43.2*
I was adequately informed of the nature and extent of my child's difficulties by the school. (3)	3.5	1.6	23.8	9.9	2.0	24.5	39.7*
Results and findings of testing and other diagnostic activities were adequately explained to me. (4)	3.4	1.6	26.1	5.9	3.9	28.1	35.9*
I was adequately informed by the school as to the nature of my child's Learning Disabilities Program. (5)	3.8	1.5	17.2	5.3	4.0	30.5	43.0*
I understand the grading procedures used in my child's Learning Disabilities Program. (17)	3.9	1.3	10.1	5.4	10.7	34.9	38.9*
I feel that the Learning Disabilities teacher keeps me adequately informed of my child's progress. (20)	4.0	1.3	8.7	8.0	6.0	26.0	50.7*
I have an adequate understanding of what a Learning Disability is. (22)	4.2	1.1	4.6	4.0	9.3	30.5	51.0*
PERCEPTION OF PROGRAM ADEQUACY	4.1		6.9	2.9	14.1	27.2	48.6
I feel the Learning Disability Program is adequately helping my child academically (helping in learning). (6)	4.4	1.1	5.2	1.3	8.4	21.9	63.2*
I feel the Learning Disability Program is adequately helping my child emotionally (helping in proper behavior). (7)	4.1	1.2	6.6	2.6	17.1	25.0	48.7*
I feel the school is doing all it can to meet my child's educational and emotional needs. (8)	4.3	1.0	3.3	2.0	9.8	28.8	56.2*
I think my child should not be placed in a regular classroom full-time instead of in the Learning Disabled Program. (9)	3.8	1.3	11.1	2.8	22.9	22.2	41.0*
I feel the time my child spends daily in the Learning Disabilities program is sufficient to help him learn better. (14)	4.1	1.1	5.4	4.1	8.8	36.5	45.3*
I am satisfied with the grading procedures used in my child's Learning Disabilities Program. (18)	4.0	1.2	6.8	3.4	17.7	29.9	42.2*
I feel that the Learning Disabilities teacher is sufficiently qualified and skillful to serve my child adequately. (19)	4.5	0.8	2.7	0.0	6.0	31.5	59.7*
My child has made a good adjustment to participation in his Learning Disabilities Program. (21)	4.2	1.0	2.0	2.0	13.5	31.8	50.0*
I feel there are sufficient Exceptional Child services and programs to meet the needs of almost all Learning Disabled children in Dade County. (23)	3.0	1.5	22.8	10.3	29.0*	15.9	21.4
My child enjoys his Learning Disabilities Program. (24)	4.4	1.0	3.4	0.7	8.1	28.9	58.4*
PERCEPTION OF STIGMA	3.7		14.1	6.9	14.4	27.3	37.5*
My child is no different than children who are not in the Learning Disabilities Program. (13)	3.2	1.5	19.9	12.3	18.5	24.7*	24.7*
My child feels no different from children who are not enrolled in a Learning Disabilities Program. (15)	4.1	1.2	8.2	1.4	10.2	29.9	50.3*
PROGRAM/SCHOOL COOPERATION	4.0		5.3	2.2	22.2	29.1	41.1*
I feel there is adequate cooperation between my child's Learning Disabilities teacher and teachers in the regular school program. (16)	3.8	1.2	7.6	2.3	27.5	29.8	32.8*
I feel that regularly scheduled school activities and resources (library, music and art classes, physical education classes, etc.) are adequately available to my child. (25)	4.2	1.0	2.7	2.0	16.9	28.4	49.3*

their child needed such services. This finding was predictable, given the fact that screening processes, by definition, had occurred as early as possible in the child's school experiences either in kindergarten or the first grade. It is interesting, however, to also examine the percentages of parents responding to each numerical option in the first item. Although the mean and modal response both indicated that the parents had no idea of a potential instructional problem, the distribution is almost bi-modal with a substantial proportion of parents (26.1) indicating that they were aware of the existence of such a problem.

Perception of Identification/Placement Lag. As is also predictable, the majority of parents "strongly agreed" to item 26, indicating a favorable perception of the speed at which identification and placement occurred. The perception of ECPC/LD parents was slightly more favorable than that of LD resource parents in this regard.

Perception of Information Adequacy. Responses to all six items defined in this cluster were on the favorable side of the response continuum, with the mode falling at the most favorable ("strongly agree") response in all cases. Especially high (over 4.0) mean responses were given to items 20 and 22 indicating a highly favorable perception of the adequacy of information concerning students' progress provided by the teacher, and an adequate understanding of the characteristics of learning disabilities. It is interesting to note that a similar item (number 3) in the cluster elicited among the least favorable responses of any item. This may reflect adequate communication concerning progress made by the LD student, but unsatisfactory communication regarding the basis underlying the student's problem.

A comparison of responses of ECPC/LD and resource LD parents resulted in a mixed finding. For some items in the cluster, the responses of the ECPC/LD parents were more favorable, for other, those of the LD resource parents were. Generally, responses to those items related to teacher-parent interaction were somewhat higher in the case of the ECPC/LD parents (items number 17 and 20).

TABLE VIII

LD (RESOURCE) TEACHER RESPONSES

(N = 128)

			Percent Responding to Each Choice (* = modal response)				
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	M	SD	1	2	3	4	5
INTEGRATION OF REGULAR AND L.D. PROGRAM	3.7		5.7	10.9	12.2	51.3*	19.8
My Exceptional Child Unit is an accepted, well-received part of the general school program. (7)	4.1	0.8	1.6	3.1	9.4	53.1*	32.8
In general, regular classroom teachers have an adequate understanding of the nature and purpose of my Exceptional Child program. (15)	3.0	1.2	13.3	25.0	14.8	43.8*	3.1
In general, regular school personnel are supportive of my Exceptional Child program. (19)	3.9	.9	2.3	4.7	12.5	57.0*	23.4
OPERATIONAL ADEQUACY	3.3		13.6	17.8	9.6	44.8*	14.2
I feel I am servicing an adequate number of children. (13)	4.1	1.0	2.4	11.0	1.6	42.5*	42.5*
I feel the number of children assigned to me should not be reduced (14)	2.9	1.3	22.7	14.8	14.1	41.4*	7.0
I feel the amount of money available to me for purchase of curricular and other materials is adequate. (16)	2.4	1.3	31.3*	28.9	10.2	26.6	3.1
I feel the facilities in which my classroom is housed are adequate. (17)	2.9	1.4	21.9	22.7	4.7	38.3*	12.5
I feel that almost all children in my classroom are appropriately placed. (18)	3.4	1.2	9.4	20.3	7.0	51.8*	11.7
I am generally satisfied with the range of services my program has to offer. (21)	3.7	0.8	0.8	12.6	11.0	66.1*	9.4
I feel that grading procedures in my Exceptional Children program are adequate (24)	3.5	1.1	7.0	14.1	18.8	46.9*	13.3
PROGRAM EFFECTIVENESS	3.7	--	10.1	10.8	7.8	44.2*	27.1
I am generally satisfied with the results of my program. (22)	4.0	.7	.8	3.1	6.3	71.9*	18.0
I do not feel the majority of LD students would benefit more from a self-contained rather than a resource LD program. (28)	3.8	1.5	15.2	8.0	6.3	28.6	42.0*
Almost all my LD resource students are able to function adequately in their regular classes. (29)	3.3	1.4	14.3	21.4	10.7	32.1*	21.4
TEACHER COMPENTENCIES/TRAINING	3.7		8.4	16.9	6.9	28.1	39.2*
In general, I must have required reports and information on incoming children in order to plan and prescribe effectively. (10)	3.9	1.1	0	18.0	10.9	37.5*	33.6
In general, I could plan and prescribe for children even if I didn't have access to required reports and iformation. (11)	3.2	1.2	10.9	19.5	13.3	46.9*	9.4
I feel I have had sufficient training to work effectively in my Exceptional Child classroom. (12)	4.4	0.7	0	3.9	1.6	48.4*	46.1
I feel that there is no need for more in-service training programs for Exceptional Child Teachers. (23)	2.2	1.0	24.2	46.9*	17.2	8.6	3.1
I have an adequate understanding of what a Learning Disability is. (31)	4.7	0.6	0.9	0	1.8	27.4	69.9*
PROGRAM SUPPORT (Information; Servies)	3.3		10.6	18.5	13.4	44.4*	13.1
In general, required reports and information (test results, psychological evaluation, social case history etc.) on incoming children are sufficiently complete. (8)	3.6	1.1	4.7	16.4	6.3	59.4*	13.3
In general, required reports and information on incoming children are easily accessible. (9)	3.8	1.0	0.8	15.6	4.7	57.0*	21.9
In general, Area and District Exceptional Child Administrators have an adequate understanding of what is necessary to meet the needs of Exceptional Children. (20)	3.8	0.9	2.3	7.8	18.8	51.6*	19.5
I feel that Pupil Personnel Services are providing adequate resource services to me. (25)	3.2	1.0	7.0	18.0	28.1	41.4*	5.5
I feel that most people know what a Learning Disability is. (30)	2.1	1.2	38.4*	34.8	8.9	12.5	5.4

accordingly). Although more than 60 percent of the teachers felt that their students were appropriately placed in the LD program, nearly 30 percent did not. It was also found that, although 85 percent felt they were servicing an adequate number of students, more than a third felt the class size should be reduced. More than 60 percent of the teachers felt grading procedures were adequate and over 75 percent were satisfied with the range of services offered by the LD program. However, over 60 percent felt that funds available to teachers for purchase of curricula and other materials were not adequate (scale number 1, "strongly disagree", received the most responses with 31.3 percent). Teachers were generally split (44.6 percent disagreed while 50.8 percent agreed), as to the adequacy of facilities in which LD classes were housed, although the scale number receiving the most responses was a favorable one (4 -"agree").

Program Effectiveness. Three items were grouped and yielded a cluster mean of 3.7. Although more than 70 percent of the teachers felt satisfied with the results of their programs, only 53.5 percent felt students were functioning adequately in their regular classes and 35.7 percent perceived less-than-adequate regular class functioning. This finding need not be an indication of poor LD programming; rather, it could be indicative of the continued need for LD class involvement. Finally, although one fourth of the teachers felt that most LD students would benefit more from a self-contained program, the majority (70.6 percent) indicated that resourcing was more appropriate.

Teacher Competencies/Training. Although five items were clustered, only three were used to derive a cluster mean of 3.7, which was the highest on this questionnaire. Items 10 and 11 were considered too vague in terms of indicating extent of teacher's training and competencies and were consequently excluded. Also, item 30 was reworded to read as a positive statement and means and percentages were changed accordingly. Although over 90 percent of the teachers felt they were sufficiently trained to work effectively with LD children, more than 70 percent expressed a need for more in-service training programs for LD teachers. Ninety-seven percent felt they adequately understood what constituted a learning disability.

Program Support (Information;Services). Five items comprised this cluster and yielded a cluster mean of 3.3. Item 30 was reworded to read as a positive statement and means and percentages were changed accordingly. More than 70 percent of the teachers felt that required information on incoming LD students was sufficiently complete and nearly 80 percent considered the information easily accessible. However, less than half the teachers (46.9 percent) felt they were receiving adequate resource services from Pupil Personnel Services (28 percent answered "undecided" and 25 percent answered "disagree" and/or "strongly disagree"). Although more than 70 percent felt that area and district exceptional child administrators had an adequate understanding of what was necessary to meet the needs of exceptional children, more than 70 percent felt that most people don't know what a learning disability is.

Regular Classroom Teacher Responses.

Table IX presents responses of regular classroom teachers to their questionnaire. These teachers responded to items regarding their familiarity with the LD program, their perceptions of the program's effectiveness and other allied topics. Teachers used the same mode of response as that used by LD teachers and parents, and responses are similiarly displayed.

Familiarity With Learning Disability Program. Although the majority of teachers felt they were given an adequate explanation as to the nature of the LD program, more than a third disagreed, suggesting a rather large segment of regular classroom teachers need to be better informed with respect to the dynamics of LD programming. An additional finding was that although more than 80 percent of the teachers felt they understood what constituted a learning disability, only about 48 percent felt that other regular classroom teachers had that understanding. The average of the 3 item means comprising this cluster was on the favorable side (3.4) and the scale number receiving the greatest percentage of teachers responses (44.8) was 4 (agree). The scale number receiving the lowest percentage of teachers' responses (8.7) was 1 (strongly disagree). This finding (4-highest, 1-lowest) was seen to occur within each of the four clusters on the questionnaire, thus suggesting rather positive overall perceptions by regular classroom teachers.

TABLE IX

REGULAR CLASSROOM TEACHER RESPONSES

(N = 301)

			Percent Responding to Each Choice (* = modal response)				
			Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	M	SD	1	2	3	4	5
ADEQUACY OF INFORMATION CONCERNING PROGRAM	3.4		8.7	17.9	12.3	44.8*	15.4
In general, regular classroom teachers have been given an adequate explanation of the nature of the L.D./V.E. resource program. (4)	3.2	1.4	15.9	21.3	9.6	37.5*	15.0
Almost all regular teachers have an adequate understanding of what a Learning Disability is. (16)	3.2	1.2	8.0	24.9	18.9	40.2*	7.3
I have an adequate understanding of what a Learning Disability is. (17)	4.0	1.0	2.3	7.6	8.3	56.8*	23.9
PERCEIVED PROGRAM EFFECTIVENESS	3.4		8.3	14.9	29.9	33.4*	11.0
Most students enrolled in the L.D./V.E. resource program seem to be able to "keep up" with their assignments in their regular classes. (5)	2.7	1.5	20.3	28.6*	26.6	19.9	2.3
Resourcing a student into the L.D./V.E. program generally results in more desirable academic behavior in his regular classroom. (7)	3.6	1.3	6.0	13.0	22.3	40.2*	17.3
Resourcing a atudent into the L.D./V.E. program generally results in more desirable social/emotional behavior in his regular classroom. (8)	3.6	1.2	4.3	13.3	22.9	40.2*	17.9
In general, students who were once resourced into an L.D. program, but who have since returned to full-time regular class placement, seem to "do better" in school as a result of L.D. resource assistance. (18)	3.8	1.5	2.0	8.0	38.5*	35.5	11.0
In general, parents of children in the L.D./V.E. resource program are satisfied with the results of the program. (12)	3.7	1.1	0.7	3.0	48.2*	36.9	8.6
In general, regular classroom teachers are satisfied with the results of the L.D./V.E. resource program. (13)	3.5	1.3	6.0	13.0	23.9	38.2*	15.6
In general, regular classroom teachers are satisfied with the services L.D. programs have to offer. (14)	3.6	1.2	4.0	13.3	20.6	44.5*	16.6
A child with learning problems severe enough to qualify for L.D./V.E. resource placement generally does not need a full-time, self-contained L.D. program. (9)	2.6	1.3	23.3	28.2*	19.3	23.6	5.3
Follow-up progress checks are made by various special education personnel after a student is released from the L.D./V.E. resource program and returned to the regular school program on a full-time basis. (11)	3.4	1.8	8.3	13.3	44.9*	21.9	4.7
INTEGRATION OF REGULAR AND LD PROGRAM	4.2		2.7	6.0	8.2	42.4*	39.7
The L.D./V.E. resource program is an integral part of the general school program. (3)	4.3	1.1	2.7	5.0	7.0	39.9	44.2*
The working relationship between the L.D./V.E. teacher and regular classroom teachers can generally be described as "good". (6)	4.1	1.1	2.7	7.0	9.3	44.9*	35.2
OPERATIONAL ADEQUACY	3.5		10.7	14.0	16.8	35.7*	21.8
The L.D./V.E. resource teacher appears to have sufficient training to work with the children in his/her program. (2)	4.3	0.9	0.7	2.3	10.3	41.9	43.9*
The L.D./V.E. resource program is, in general, servicing an adequate number of children. (3)	3.0	1.4	16.9	22.6	17.6	27.6*	14.6
There is no need, in general, to increase the amount of time most students spend daily in the L.D./V.E. resource program. (10)	2.5	1.3	24.3	27.9*	24.3	19.3	3.3
Almost all L.D. resource teachers have an adequate understanding of what a Learning Disability is. (15)	4.1	1.0	1.0	3.0	15.0	53.8*	25.2

Perceived Program Effectiveness. Nine of the 18 questionnaire items were grouped into this cluster and an examination of the cluster mean (3.4) again showed overall favorable responding. However, almost 30 percent of the teachers were seen to respond to scale number 3 (undecided) across all items as compared with just over 12 percent for the preceding cluster. Response percentages for scale items 4 and 1 were 33.4 and 8.3, respectively. A majority of teachers felt that LD resourcing generally resulted in more desirable academic and social/emotional responding by LD students in the regular classroom and over 46 percent felt that students seemed to "do better" after returning to full-time regular class placement (38.5 percent answered "undecided"). However, nearly half felt that LD students were not able to "keep up" with their assignments in their regular classes (26.6 percent answered "undecided"). Although this latter finding could be interpreted as a weakness of the LD program, a more accurate interpretation might be that regular classroom teachers may not be equipped to effectively program for LD children. Although nearly half the teachers were undecided as to the extent of satisfaction of parents of LD children, over 45 percent perceived parents as generally satisfied with LD program results. Similarly, more than half the teachers expressed satisfaction with program results and over 60 percent were satisfied with the services offered by the LD program (in both instances, scale item 4 received the greatest percentage of responses). However, more than half the teachers felt that LD students needed full-time, self-contained special class placement. Finally, teachers were generally undecided as to whether follow-up progress checks are being performed by exceptional child personnel after a student is returned to the regular school program on a full-time basis.

Integration of Regular and LD Program. Two items comprised this cluster and yielded the highest cluster mean (4.2). Over 80 percent of the teachers felt that the LD program was an integral part of the general school program (44.2 percent responded to scale number 5, "strongly agree") and a similar number perceived a generally "good" working relationship between LD and regular class teachers (scale number 4 received the most responses with 44.9 percent).

APPENDIX A

FACILITIES EQUIPMENT AND MATERIALS CHECKLIST

(L.D. RESOURCE CLASSES)

[ ][ ][ ][ ][ ][ ] cc 1-7

Area _____ School _____ [ ][ ][ ][ ][ ] cc 8-12

Teacher's Name _____ [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ] cc 13-29

# of students _____ cc 36-37

Date of observation _____ Time of observation _____

Number of square feet in classroom _____ [ ][ ][ ][ ] cc 38-41

Square feet per student [ ][ ][ ][ ] cc 42-44

FACILITIES

		Present Yes	Present No	
1.	Classroom reasonable accessable to all areas of school	___	___	cc 50
2.	Floors carpeted	___	___	cc 51
3.	Presence of area rugs	___	___	cc 52
4.	Air conditioned classrooms	___	___	cc 53
5.	Appropriate space for gross motor activities	___	___	cc 54
6.	Presence of screens and/or room dividers	___	___	cc 55
7.	Blackout curtains for all windows	___	___	cc 56
8.	At least three (3) individual carrels	___	___	cc 57
9.	A work area for group activities	___	___	cc 58
10.	Presence of "learning centers"	___	___	cc 59
11.	At least one cabinet or file which can be locked	___	___	cc 60

EQUIPMENT AND MATERIALS

		Present Yes	Present No	
1.	Audio-Visual Supplies			
	a. Language master and cards	___	___	cc 61
	b. At least one tape recorder	___	___	cc 62
	c. A record player and records	___	___	cc 63
	d. At least one listening station	___	___	cc 64
	e. A film strip projector and screen	___	___	cc 65
	f. An overhead projector	___	___	cc 66
2.	Manipulative Materials and Games			
	a. Individual academic game	___	___	cc 67
	b. Group non-competitive game	___	___	cc 68
	c. Competitive group game (e.g. puzzles, scrabble, phonics games, word-building games, eye-hand coordination tasks)	___	___	cc 69
3.	Behavior Modification Materials			
	a. Tokens	___	___	cc 70
	b. Candy	___	___	cc 71
	c. Trinkets and small toys	___	___	cc 72
4.	Reading Curricula			
	a. Textbooks	___	___	cc 73
	1) Basal	___	___	cc 74
	2) Linguistic	___	___	cc 75
	3) Phonics Series	___	___	cc 76
	b. "High interest/Low Vocabulary" workbooks	___	___	cc 77
	c. Supplementary readers (e.g. the "Reluctant Reader Library").	___	___	cc 78

	Present		
	Yes	No	
5. Math Curricula			
a. Cuisenaire rods	___	___	cc 8
b. Stern Materials	___	___	cc 9
c. Workbooks	___	___	cc 10
d. Games	___	___	cc 11
6. Testing Materials			
a. Detroit Tests of Learning Aptitude	___	___	cc 12
b. The Purdue	___	___	cc 13
c. Wide Range Achievement Test	___	___	cc 14
d. Illinois Test of Psycholinguistic Abilities	___	___	cc 15
e. The Durrell	___	___	cc 16
f. Slingerland	___	___	cc 17
g. Frostig	___	___	cc 18
h. Peabody	___	___	cc 19
i. Slosson	___	___	cc 20
j. Other (specify) _____	___	___	cc 21
7. Individual Worksheets (dittoes)	___	___	cc 22
8. Adequate Supplies (paper, duplicating materials, art materials, etc).	___	___	cc 23

CLASSROOM TEACHERS QUESTIONNAIRE

Your Area and School _____ ☐☐☐☐☐ cc 8-12

Grade Taught _____ ☐☐ cc 34-35

Do you now have at least one student who is also attending the Learning Disabilities/Varying Exceptionalities (L.D./V.E.) Resource Program at your school?

Please circle one answer no yes ☐ cc 36

Have you ever had a student enrolled in the L.D./V.E. program?

no yes ☐ cc 37

Please use scale below to answer questions by writing the number only in the space provided.

Strongly Disagree (or no)	Disagree	Undecided	Agree	Strongly Agree (or yes)
1	2	3	4	5

1. The L.D./V.E. resource program is an integral part of the general school program. ____ cc 50
2. The L.D./V.E. resource teacher appears to have sufficient training to work with the children in his/her program. ____ cc 51
3. The L.D./V.E. resource program is, in general, servicing an adequate number of children. ____ cc 52
4. In general, regular classroom teachers have been given an adequate explanation of the nature of the L.D./V.E. resource program. ____ cc 53
5. Most students enrolled in the L.D./V.E. resource program seem to be able to "keep up" with their assignments in their regular classes. ____ cc 54
6. The working relationship between the L.D./V.E. teacher and regular classroom teachers can generally be described as "good". ____ cc 55
7. Resourcing a student into the L.D./V.E. program generally results in more desirable academic behavior in his regular classroom. ____ cc 56
8. Resourcing a student into the L.D./V.E. program generally results in more desirable social/emotional behavior in his regular classroom. ____ cc 57
9. A child with learning problems severe enough to qualify for L.D./V.E. resource placement generally does not need a full-time, self-contained L.D. program. ____ cc 58
10. There is no need, in general, to increase the amount of time most students spend daily in the L.D./V.E. resource program. ____ cc 59
11. Follow-up progress checks are made by various special education personnel after a student is released from the L.D./V.E. resource program and returned to the regular school program on a full-time basis. ____ cc 60
12. In general, parents of children in the L.D./V.E. resource program are satisfied with the results of the program. ____ cc 61
13. In general, regular classroom teachers are satisfied with the results of the L.D./V.E. resource program. ____ cc 62
14. In general, regular classroom teachers are satisfied with the services L.D. programs have to offer. ____ cc 63
15. Almost all L.D. resource teachers have an adequate understanding of what a Learning Disability is. ____ cc 64
16. Almost all regular teachers have an adequate understanding of what a Learning Disability is. ____ cc 65
17. I have an adequate understanding of what a Learning Disability is. ____ cc 66
18. In general, students who were once resourced into an L.D. program, but who have since returned to full-time regular class placement, seem to "do better" in school as a result of L.D. resource assistance. ____ cc 67
19. Please add any comments that you feel would be appropriate concerning L.D. resource programs.

_____

_____

Auth.: MIS; Exp. Date: 4-5-75

PARENT QUESTIONNAIRE
LEARNING DISABLED (L.D.) PROGRAM

School Name _____ ☐☐☐☐☐ cc 8-12

Child's Sex: (check one) ___ 1. male ___ 2. female ☐ cc 32

What is the ethnic origin of your child? __1. Black __2. Spanish __3. Other ☐ cc 33

Child's Grade: _____ ☐☐ cc 34-35

Type of L.D. Program: (check one) ___ 1. Full-time ___ 2. Part-time ☐ cc 36

Hours per week spent in L.D. Program _____ ☐☐ cc 37-38

Number of years in L.D. Program _____ ☐☐ cc 39-40

Please answer every question in the box provided by writing the one number from the scale below that most accurately describes your feelings.

Strongly Disagree (or no)	Disagree	Undecided	Agree	Strongly Agree (or yes)
1	2	3	4	5

1. I had no idea that my child had an instructional problem before the school first told me about it. ☐ cc 50
2. I requested Exceptional Child services by notifying the school before the school informed me about my child's problem. ☐ cc 51
3. I was adequately informed of the nature and extent of my child's difficulties by the school. ☐ cc 52
4. Results and findings of testing and other diagnostic activities were adequately explained to me. ☐ cc 53
5. I was adequately informed by the school as to the nature of my child's Learning Disabilities Program. ☐ cc 54
6. I feel the Learning Disability Program is adequately helping my child academically (helping in learning). ☐ cc 55
7. I feel the Learning Disability Program is adequately helping my child emotionally (helping in proper behavior). ☐ cc 56
8. I feel the school is doing all it can to meet my child's educational and emotional needs. ☐ cc 57
9. I think my child should be placed in a regular classroom full-time instead of in the Learning Disabled Program. ☐ cc 58
10. I am satisfied with the current procedure of resourcing my child into the Learning Disabilities Program on a part-time basis (answer only if your child is in a part-time program). ☐ cc 59
11. My child would benefit more from the Learning Disabilities Program if he were assigned to it for the entire school day (answer only if your child is in a part time program). ☐ cc 60
12. My child is able to function adequately in his regular classes although he is resourced out to the Learning Disabilities program for part of the school day (answer only if your child is in a part time program). ☐ cc 61

OVER PLEASE

Auth.: MIS; Exp. Date: 4-5-75

Strongly Disagree (or no)	Disagree	Undecided	Agree	Strongly Agree (or yes)
1	2	3	4	5

13. My child is no different than children who are not in the Learning Disabilities Program. ☐ cc 62

14. I feel the time my child spends daily in the Learning Disabilities program is sufficient to help him learn better. ☐ cc 63

15. My child feels different from children who are not enrolled in a Learning Disabilities Program. ☐ cc 64

16. I feel there is adequate cooperation between my child's Learning Disabilities teacher and teachers in the regular school program. ☐ cc 65

17. I understand the grading procedures used in my child's Learning Disabilities Program. ☐ cc 66

18. I am satisfied with the grading procedures used in my child's Learning Disabilities Program. ☐ cc 67

19. I feel that the Learning Disabilities teacher is sufficiently qualified and skillful to serve my child adequately. ☐ cc 68

20. I feel that the Learning Disabilities teacher keeps me adequately informed of my child's progress. ☐ cc 69

21. My child has made a good adjustment to participation in his Learning Disabilities Program. ☐ cc 70

22. I have an adequate understanding of what a Learning Disability is. ☐ cc 71

23. I feel there are sufficient Exceptional Child services and programs to meet the needs of almost all Learning Disabled children in Dade County. ☐ cc 72

24. My child enjoys his Learning Disabilities Program. ☐ cc 73

25. I feel that regularly scheduled school activities and resources (library, music and art classes, physical education classes, etc.) are adequately available to my child. ☐ cc 74

26. I feel the amount of time it took to identify my child's learning problems and place him in a Learning Disabilities Program was not unreasonably long. ☐ cc 75

27. Please list any additional comments regarding your child's Learning Disabilities Program:

_____

_____

_____

CARD NO. [1] (cc 1)

FORM NO. [1] (cc 2)

STUDENT I.D. & E.O. [ ][ ][ ][ ][ ][ ][ ] (cc 3-10)

LEARNING DISABLED STUDENT INFORMATION FORM

School Name _____ [ ][ ][ ][ ] cc 11-15

Students Name _____ Age: [ ][ ] [ ][ ] cc 16-19
(Last) (First) (Middle) years months

Students Sex: (check one) ___ 1. male ___ 2. female [ ] cc 20

Students Grade: (k-12) _____ [ ][ ] cc 21-22

Hours per week spent in L.D. Program: _____ [ ][ ] cc 23-24

Number of years in L.D. Program: _____ [ ][ ] cc 25-26

Date _____

INFORMATION CHECKLIST

	Code: 1-Present	2-Not Present	3-Not Applicable	
1. Completed Teacher Observation Form (p.153, E.C. Procedures) Source: Psychological or Cumulative Folders; L.D. Teacher's folder.		[ ]		cc 27
2. Speech and Hearing evaluation report Source: Speech and Hearing Clinician's records; Psych. or Cum. folders.		[ ]		cc 28
3. Medical information from student's physician Source: Psych. or Cum. folders; L.D. teacher's folder.		[ ]		cc 29
4. Social Case History report Source: Elementary Pupil Personnel worker's folder; Cum. folder.		[ ]		cc 30
5. Referral form for psychological services Source: Psych. folder.		[ ]		cc 31
6. Signed Parent permission form for psychological evaluation Source: Psych. folder.		[ ]		cc 32
7. Complete WISC (WISC-R; Stanford-Binet, etc.) administered Source: Psych. folder.		[ ]		cc 33
8. Complete breakdown of WISC subtests and scores listed in psychological evaluation report Source: Psych. folder.		[ ]		cc 34
9. Complete ITPA administered (if student 10-3 or younger at time of evaluation). Source: Psych. folder; L.D. teacher's folder.		[ ]		cc 35
10. Complete breakdown of ITPA subtests and scores listed in psychological evaluation or in L.D. teacher's records (if applicable) Source: Psych. folder; L.D. teacher's folder.		[ ]		cc 36
11. Complete WRAT (or comparable achievement test) administered Source: Psych. folder; L.D. teacher's folder.		[ ]		cc 37
12. Complete breakdown of WRAT subtests and scores listed in psychological evaluation or in L.D. teacher's folder Source: Psych. folder; L.D. teacher's folder.		[ ]		cc 38
13. Completed self-report (e.g. P.P.P. School Inventory Form; Self-Appraisal Inventory, etc.) Source: Psych. folder; L.D. teacher's folder.		[ ]		cc 39
14. A projective test administered (e.g. Draw-A-Man; House-Tree-Person etc.) Source: Psych. folder.		[ ]		cc 40

	Code: 1-Present	2-Not Present	3-Not Applicable	
15. A written psychological evaluation Source: Psych. folder.		☐		cc 41
16. An Exceptional Child placement form Source: Psych. folder; Cum. folder; Sp. Ed. folder.		☐		cc 42
17. Signed parent permission form for special class placement Source: Sp. Ed. Psych. or Cum. folders.		☐		cc 43
18. Copy of profile of student's strengths and weaknesses in various skill areas Source: L.D. teacher's folder.		☐		cc 44
19. Copy of prescription prepared for each L.D. student by the L.D. teacher Source: L.D. teacher's folder.		☐		cc 45
20. Evidence that re-evaluation of prescriptions is occuring every 6-9 weeks Source: L.D. teacher's folder.		☐		cc 46

In explaining the relatively poorer showing of ECPC/LD parents on the rest of the items in this cluster, it may be that the program's recent initiation prevented parents from being fully informed about certain of its aspects. Further program operation may remediate this.

Perception of Program Adequacy. The twelve items defining the "Program Adequacy" cluster all received favorable (higher than 3.0) mean responses; with an average across all items of over 4.0. Essentially following the response patterns previously noted for LD resource parents, high (over 4.0) responses were given to items 6, 7 and 8, indicating a perception that the LD program and school were doing all they could to meet the child's educational and emotional needs. Favorable responses were also given to items 14, indicating a parental perception that the length of time spent in the program was sufficient, 19, indicating a favorable evaluation of teacher skills and qualifications and 21 and 24, indicating that they perceived their children as adjusted to and enjoying the ECPC/LD program. As was the case with LD resource parents, the most favorable response was given to item 19, which asked parents to evaluate teacher skills and qualifications. Similarly, the least favorable response in both cases was to item number 23, which asked for an evaluation of the sufficiency of the Exceptional Child Services countywide. In the case of all items except for number 23, the modal response was the most favorable ("5 - strongly agree").

Perception of Stigma. The two "stigma" items in the questionnaire were also responded to in a relatively favorable fashion. The modal response to item 13 indicated that most parents agreed or strongly agreed their children were no different than non-LD children and (2) that their children "felt no different" than non-LD children (item 15).

Program/School Cooperation. The two items defining this cluster received favorable responses. The modal response in both cases was the highest numerically ("5 - strongly agree") indicating the perception on the part

of parents that adequate cooperation existed between the LD and regular teachers and that school activities and resources were sufficiently available to the LD program.

ECPC/LD Teacher Responses

The questionnaire used to obtain ECPC/LD teacher responses was the same one used for the LD teachers. However, ECPC/LD teachers responded to only 19 statements as items 20-31 pertained only to LD resource teachers. Again, items 14 and 23 were reworded to read as positive statements and items 10 and 11 were not used in deriving cluster means (see LD/resource results section).

Integration of Regular School and ECPC/LD Program. An examination of the cluster mean (3.5) revealed an overall favorable response to the three items defining this cluster. Seventy percent of the teachers felt their ECPC units were an accepted, well received part of the general school program and two thirds indicated that regular school personnel were supportive of the program. However, only 41.6 percent agreed that regular classroom teachers adequately understood the nature and purpose of the ECPC/LD program while 58.3 percent disagreed (25 percent answered "strongly disagreed").

Operational Adequacy and Effectiveness. Seven items were grouped and revealed a cluster mean of 3.3. Although more than 70 percent of the teachers felt they were servicing an adequate number of children, 66.7 percent felt their class sizes should be reduced. Teachers were divided in response to whether students were appropriately placed in their classes with 41.7 percent agreeing and 50 percent disagreeing. However, when asked if the amount of money available to them for purchase of curricula and other material was adequate, they responsed two-to-one that it was. An equally favorable response ratio was also seen with respect to adequacy of facilities in which ECPC/LD classrooms were housed. Grading procedures were seen as being adequate by 75 percent of the teachers while two thirds were satisfied with the range of services offered by their ECPC/LD programs. Finally, two thirds of the teachers were satisfied with ECPC/LD program results (16.7 percent were undecided).

TABLE XVI

ECPC/LD TEACHER RESPONSES
(N = 12)

	M	SD	Percent Responding to Each Choice (* = modal response)				
			Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
INTEGRATION OF REGULAR AND LD PROGRAM	3.5		8.3	19.4	11.1	33.3	27.8
My Exceptional Child Unit is an accepted, well-received part of the general school program. (7)	4.1	1.0	0	8.3	16.7	33.3	* 41.7
In general, regular classroom teachers have an adequate understanding of the nature and purpose of my Exceptional Child program. (15)	2.7	1.4	25.0	* 33.3	0	* 33.3	8.3
In general, regular school personnel are supportive of my Exceptional Child program. (19)	3.8	1.1	0	16.7	16.7	* 33.3	* 33.3
OPERATIONAL ADEQUACY	3.3		17.9	13.1	8.5	* 42.0	18.4
I feel I am servicing an adequate number of children. (13)	4.0	1.3	9.1	0	18.2	27.3	* 45.5
I feel the number of children assigned to me should not be reduced. (14)	2.3	1.5	50.0	16.7	0	25.0	8.3
I feel the the amount of money available to me for purchase of curricular and other materials is adequate. (16)	3.3	1.5	25.0	8.3	0	* 50.0	16.7
I feel the facilities in which my classroom is housed are adequate. (17)	3.5	1.4	16.7	8.3	8.3	* 41.7	25.0
I feel that almost all children in my classroom are appropriately placed. (18)	2.9	1.4	16.7	* 33.3	8.3	25.0	16.7
I am generally satisfied with the range of services my program has to offer. (21)	3.4	1.2	8.3	16.7	8.3	* 58.3	8.3
I feel that grading procedures in my Exceptional Children program are adequate(24)	3.8	0.8	0	8.3	16.7	* 66.7	8.3
PROGRAM EFFECTIVENESS	3.6		0	16.7	16.7	58.3	8.3
I am generally satisfied with the results of my program. (22)	3.6	0.9	0	16.7	16.7	* 58.3	8.3
TEACHER COMPETENCY/TRAINING	2.9		20.8	20.8	25.0	16.7	16.7
In general, I must have required reports and information on incoming children in order to plan and prescribe effectively. (10)	3.8	1.3	0	25.0	8.3	25.0	* 41.7
In general, I could plan and prescribe for children even if I didn't have access to required reports and information. (11)	3.7	0.9	0	16.7	8.3	* 66.7	8.3
I feel I have had sufficient training to work effectively in my Exceptional Child classroom. (12)	3.7	1.3	8.3	8.3	25.0	25.0	* 33.3
I feel that there is no need for more in-service training programs for Exceptional Child Teachers. (23)	2.1	1.0	* 33.3	* 33.3	25.0	8.3	0
PROGRAM SUPPORT (Information; Services)	3.1		8.5	27.4	16.9	43.0	4.2
In general, required reports and information (test results, psychological eval-(8) uation, social case history etc.) on incoming children are sufficiently complete.	2.4	1.4	25.0	* 50.0	0	8.3	16.7
In general, required reports and information on incoming children are easily accessible. (9)	3.3	1.1	9.1	18.2	9.1	* 63.6	0
In general, Area and District Exceptional Child Administrators have an adequate understanding of what is necessary to meet the needs of Exceptional Children. (20)	3.4	0.7	0	8.3	41.7	* 50.0	0
I feel that Pupil Personnel Services are providing adequate resource services to me. (25)	3.2	0.9	0	33.3	16.7	* 50.0	0

Teacher Competencies/Training. Although four items were clustered, only two (items 10 and 11 were excluded for reasons mentioned earlier) were used to derive a cluster mean of 2.9, the lowest on this questionnaire. Just over fifty-eight percent of the teachers felt their training was sufficient to work effectively in their ECPC/LD classrooms (25 percent were undecided). Two-thirds felt a need for more inservice training programs for Exceptional Child teachers.

Program Support (Information; Services). Four items were grouped and yielded a cluster mean of 3.1. Only 25 percent of the teachers felt that required reports and information on incoming students in the ECPC/LD program were sufficiently complete while 75 percent expressed dissatisfaction with extent of completeness. However, more than 60 percent considered such information easily accessible (27 percent did not). Although 41.7 percent were undecided, half the teachers felt that area and district Exceptional Child administrators have an adequate understanding of what is necessary to meet the needs of exceptional children. Finally, 50 percent felt that Pupil Personnel Services was providing them with adequate resource services while one third disagreed.

Achievement Information

In January through February, 1975, all (approximately 280) students then enrolled in Dade's 20 ECPC/LD classes were administered the Wide Range Achievement Test to determine the impact of the program up to that point in time. At the time of their entry to the program (September, 1974), these students had been administered two subtests of the Clymer-Barrett Pre-reading Battery (visual discrimination and auditory discrimination). The Clymer-Barrett, a standardized pre-reading test, was administered at that time to assess entering students' reading readiness. Although not identical to the Clymer-Barrett, the Wide Range Achievement Test was selected as a post test because it was felt that, by the time of the post-test administration, many of the students might have reached the ceiling of the Clymer-Barrett, placing in question the "true" extent of their post-testing achievement. Table XVII below, illustrates mean Stanine scores for the two (Clymer-Barrett) pre-tests and the three (WRAT)

post-tests. As previously described, the stanine is a relatively gross measure which translates scores into one of nine categories (1-lowest to 9-highest) depending on that score's position in the distribution of scores. The selection of a gross measure for presentation of data essentially insures a conservative comparison between pre-test and post-test results since if there are any visible differences in these scores, one can feel confident that they are of some significance. This is true to a greater extent than if some less gross score unit were chosen to present and compare results (percentile rank, for instance).

TABLE XVII

ECPC/LD PRE-AND POST-TEST
STANINE MEAN SCORES
(N=282)

PRE-TESTS				POST-TESTS					
Visual Discrimination		Auditory Discrimination		Reading		Spelling		Arithmetic	
M	SD	M	SD	M	SD	M	SD	M	SD
3.20	1.57	2.02	.88	4.07	1.29	4.07	1.18	3.86	1.45

As illustrated in Table XVII there appears to be a considerable increase in students' scores between pre and post-testing. When stanines are averaged for the two pre-tests and the two post-tests most nearly related to reading behavior (Reading and Spelling), the difference between pre-and post-test behavior averages 1.5 stanine units (an increase, on the average, from the seventh to the twenty-second percentile).

Although quite favorable, these findings should be interpreted cautiously, since, as previously discussed, two different tests were used to determine program impact and, perhaps more importantly, the program had been in operation for only six months at the time of post-testing.

The well known Hawthorne effect is likely contributing to this rather impressive showing and any definitive statement concerning the effect of this program must await further testing of its impact.

A second measure of this program's effectiveness is illustrated in Table XVIII which compares the percentages of ECPC students achieving objectives of the various pre-reading assessment subtests in September, 1974, as opposed to March, 1975. These percentages are specific to the entering "high" level of the objective difficulty continuum.*

Although this test was especially designed for ECPC students and there are no norms or other expectations against which to compare their performance, the table shows that in the September to March period, a considerably greater percentage of students had entered the "high" category of competency. Especially marked improvements were noted in the case of the Visual Perception and Perceptual Motor subtests.

TABLE XVIII

PERCENTAGE OF ECPC/LD STUDENTS MASTERING INITIAL, HIGH LEVEL OBJECTIVES ON THE PRE-READING ASSESSMENT TESTS (N = 357)

	Visual Perception	Auditory Perception	Sequencing and Memory	Perceptual Motor
September 1974	41.9	54.5	17.4	5.4
March 1975	81.8	80.3	47.2	41.4

* Each subtest of this inventory includes low, medium, and high difficulty objectives. Within each of these categories, there are from three to six objective subcategories arranged sequentially, in order of difficulty. Table XVIII illustrates the percentage of students achieving objectives in the "easiest" (first) subcategory of the "high" grouping.

CARD NO. 1 FORM NO. [2] cc 50

STUDENT I.D. & E.O. [ ][ ][ ][ ][-][ ][ ]

TEMPORAL DESCRIPTION OF L.D. SCREENING/PLACEMENT PROCESS

1. Date of completion of the Teacher Observation Form
   Source: Psychological or Cumulative folders. _____

2. Date parent signed permission for a psychological evaluation
   Source: Psych. folder. _____

3. Date of opening of case (psychological folder)
   Source: Card catalog; psychological folder. _____

4. Date of completion of written psychological evaluation
   Source: Psych. folder. _____

5. Date of closing of case
   Source: Card catalog; psych. folder. _____

6. Date Special Education received recommendation for L.D. placement
   Source: Special Ed. records. _____

7. Date parents signed permission for special class placement
   Source: Cum. folder; Special Ed. records. _____

8. Date Special Ed. assigned student to L.D. program
   Source: Special Ed. folder. _____

9. Date of student's first day in L.D. program
   Source: L.D. teacher's records. _____

Weeks		
1-2 lag	_____	[ ][ ] cc 51-52
2-3 lag	_____	[ ][ ] cc 53-54
3-4 lag	_____	[ ][ ] cc 55-56
4-5 lag	_____	[ ][ ] cc 57-58
5-6 lag	_____	[ ][ ] cc 59-60
6-7 lag	_____	[ ][ ] cc 61-62
7-8 lag	_____	[ ][ ] cc 63-64
8-9 lag	_____	[ ][ ] cc 65-66

CARD NO. [2] cc 1

FORM NO. [3] cc 2

STUDENT I.D. & E.O. [ ][ ][ ][ ][ ][ ][ ] cc 3-10

SUMMARY OF STUDENT TEST DATA

1. Wechsler Intelligence Scale for Children (WISC, WISC-R)

Date(s) Administered _____

VIQ [ ][ ][ ] cc 11-

PIQ [ ][ ][ ] cc 14-

FSIQ [ ][ ][ ] cc 17-

Verbal Tests	Scaled Score		Performance Tests	Scaled Score	
Information	[ ][ ]	cc 20-21	Picture Completion	[ ][ ]	cc 32-
Comprehension	[ ][ ]	cc 22-23	Picture Arrangement	[ ][ ]	cc 34-
Arithmetic	[ ][ ]	cc 24-25	Block Design	[ ][ ]	cc 36-
Similarities	[ ][ ]	cc 26-27	Object Assembly	[ ][ ]	cc 38-
Vocabulary	[ ][ ]	cc 28-29	Coding A. B.	[ ][ ]	cc 40-
Digit Span	[ ][ ]	cc 30-31			

2. Wide Range Achievement Test (WRAT)

Date Administered _____

	Grade		%ile	
Reading	[ ][ ][ ]	cc 42-44	[ ][ ]	cc 51-
Spelling	[ ][ ][ ]	cc 45-47	[ ][ ]	cc 53-
Arithmetic	[ ][ ][ ]	cc 48-50	[ ][ ]	cc 55-

3. Detroit tests of Learning Aptitude (DTLA)

Date Administered _____

Subtests	Age	
6-Auditory Attention Span/Unrelated words	[ ][ ][ ][ ]	cc 57-
13-Auditory Attention Span/Related syllables	[ ][ ][ ][ ]	cc 61-
9-Visual Attention Span/Objects	[ ][ ][ ][ ]	cc 65-
16-Visual Attention Span/Letters	[ ][ ][ ][ ]	cc 69-

CARD NO. [5] cc 1

FORM NO. [3] cc 2

STUDENT I.D. & E.O. [| | | | | | |] cc 3-10

4. Illinois Test of Psycholinguistic Abilities (ITPA)

Date(s) Administered _____ Composite PLA [| | |] cc 11-1

Mean Scaled Score [|] cc 15-1

Subtest	Age Score - Scaled Score	
Auditory Reception	[					]	cc 17-2
Visual Reception	[					]	cc 23-2
Visual Memory	[					]	cc 29-3
Auditory Association	[					]	cc 35-4
Auditory Memory	[					]	cc 41-4
Visual Association	[					]	cc 47-5
Visual Closure	[					]	cc 53-5
Verbal Expression	[					]	cc 59-6
Grammatic Closure	[					]	cc 65-7

CARD NO. [4] cc 1

FORM NO. [3] cc 2

STUDENT I.D. & E.O. [| | | | | | |] cc 3-10

Mannual Expression	[					]	cc 11-1
Auditory Closure	[					]	cc 17-2
Sound Blending	[					]	cc 23-2

5. Name of Projective:

Date(s) Administered _____ _____

Results as they pertain to emotional disturbance

EXCEPTIONAL CHILD

TEACHER QUESTIONNAIRE

☐☐☐☐☐☐ cc 1-7

Name of your Area and School _____ ☐ - ☐☐☐ cc 8-12

Area - School Code (please fill in boxes to the right)

Grade level of majority of pupils taught by you ☐☐ cc 34-35

(Fill in boxes to right, eg., 6th grade = 06)

Ethnicity of pupils assigned to you (Please check below)

	0-20%	21-40%	41-60%	61-80%	81-100%	
Black	☐	☐	☐	☐	☐	cc 50
Spanish	☐	☐	☐	☐	☐	cc 51
Other	☐	☐	☐	☐	☐	cc 52

1. Please check all exceptionality areas in which you are currently certified:

Educable Mentally Retarded	___	cc 53
Trainable Mentally Retarded	___	cc 54
Physically Handicapped	___	cc 55
Homebound - Hospital	___	cc 56
Speech - Language Impaired	___	cc 57
Emotionally Disturbed	___	cc 58
Autistic	___	cc 59
Hearing Impaired	___	cc 60
Visually Handicapped	___	cc 61
Learning Disabled	___	cc 62
Socially Maladjusted	___	cc 63
Gifted	___	cc 64
Vocational Education for the Handicapped	___	cc 65

INDICATE BY PLACING CHOSEN NUMBER IN BOXES TO THE RIGHT

2. How many years, including this one, have you been a teacher?

(1) Less than 1 (2) 1-2 yrs (3) 3-5 yrs (4) 6-10 yrs (5) More than 10 ☐ cc 66

3. How many years, including this one, have you been teaching in <u>any</u> area of special education?

(1) Less than 1 (2) 1-2 yrs (3) 3-5 yrs (4) 6-10 yrs (5) More than 10 ☐ cc 67

4. How many years, including this one, have you been teaching in the exceptionality area to which you are currently assigned?

(1) Less than 1 (2) 1-2 yrs (3) 3-5 yrs (4) 6-10 yrs (5) More than 10 ☐ cc 68

5. Please check [✓] in the box if your competencies include <u>administration, scoring, and interpretation</u> of the following evaluative instruments:

a. Wechsler Intelligence scale for Children (WISC) ☐ cc 69

b. Illinois Test of Psycholinguistic Abilities (ITPA) ☐ cc 70

c. Detroit Tests of Learning Aptitude (DTLA) ☐ cc 71

d. Wide Range Achievement Test (WRAT) ☐ cc 72

Auth.: MIS; Exp. Date: 4-6-75

6. Please indicate whether or not you have been involved in each of the following FLRS activities during the past two years.

	Yes	No	
Prescriptive Profile Procedures Workshop	☐	☐	cc 8
Vineland Social Maturity Scale Workshop	☐	☐	cc 9
Social Learning Curriculum for Exceptional Children	☐	☐	cc 10
Problems of Orthopedically Handicapped Children	☐	☐	cc 11
Innovative Programming for the Educable Mentally Retarded	☐	☐	cc 12
Fundamentals of Gifted Child Education	☐	☐	cc 13
Introduction of the Rochester Method of Communication for Hearing Impaired Children	☐	☐	cc 14
ITPA Workshop	☐	☐	cc 15
Speech and Hearing Testing and Therapy	☐	☐	cc 16
Diagnosis and Treatment of Voice Disorders	☐	☐	cc 17
Specific Learning Disabilities (FIU)	☐	☐	cc 18
Emotionally Disturbed (FIU)	☐	☐	cc 19
Behavior Modification	☐	☐	cc 20
Teaching of Secondary Reading for Exceptional Child Teachers	☐	☐	cc 21
Other professional development activities (college courses, etc.) not necessarily restricted to FLRS offerings. _____ _____ _____	☐	☐	cc 22

Please respond to each of the questions below by writing in the space provided the one number from the scale below that most accurately represents your feelings:

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

7. My Exceptional Child Unit is an accepted, well-received part of the general school program. ___ cc 23

8. In general, required reports and information (test results, psychological evaluation, social case history etc.) on incoming children are sufficiently complete. ___ cc 24

9. In general, required reports and information on incoming children are easily accessible. ___ cc 25

10. In general, I must have required reports and information on incoming children in order to plan and prescribe effectively. ___ cc 26

11. In general, I could plan and prescribe for children even if I didn't have access to required reports and information. ___ cc 27

12. I feel I have had sufficient training to work effectively in my Exceptional Child classroom. ___ cc 28

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

13. I feel I am servicing an adequate number of children. ___ cc 29

14. I feel the number of children assigned to me should be reduced. ___ cc 30

15. In general, regular classroom teachers have an adequate understanding of the nature and purpose of my Exceptional Child program. ___ cc 31

16. I feel the amount of money available to me for purchase of curricular and other materials is adequate. ___ cc 32

17. I feel the facilities in which my classroom is housed are adequate. ___ cc 33

18. I feel that almost all children in my classroom are appropriately placed. ___ cc 34

19. In general, regular school personnel are supportive of my Exceptional Child program. ___ cc 35

20. In general, Area and District Exceptional Child Administrators have an adequate understanding of what is necessary to meet the needs of Exceptional Children. ___ cc 36

21. I am generally satisfied with the range of services my program has to offer. ___ cc 37

22. I am generally satisfied with the results of my program. ___ cc 38

23. I feel that there is a need for more in-service training programs for Exceptional Child Teachers. ___ cc 39

24. I feel that grading procedures in my Exceptional Children program are adequate. ___ cc 40

25. I feel that Pupil Personnel Services are providing adequate resource services to me. ___ cc 41

26. Please check the one exceptionality area in which you are now primarily instructing.

Educable Mentally Retarded	___	cc 42
Trainable Mentally Retarded	___	cc 43
Physically Handicapped	___	cc 44
Homebound - Hospital	___	cc 45
Speech - Language Impaired	___	cc 46
Emotionally Disturbed	___	cc 47
Autistic	___	cc 48
Hearing Impaired	___	cc 49
Visually Handicapped	___	cc 50
Learning Disabled	___	cc 51
Socially Maladjusted	___	cc 52
Gifted	___	cc 53
Vocational Education for the Handicapped	___	cc 54

27. Please provide any related comments you feel would be appropriate.

_____

_____

_____

Note: The following section is to be completed only by Learning Disability Resource Teachers.

28. I feel the majority of L.D. students would benefit more from a self-contained rather than a resource L.D. program. ___ cc 55

29. Almost all my L.D. resource students are able to function adequately in their regular classes. ___ cc 56

30. I feel that most people don't know what a Learning Disability is. ___ cc 57

31. I have an adequate understanding of what a Learning Disability is. ___ cc 58